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ABSTRACT

Intended for administrative personnel, curriculum specialists, and career education project directors who are considering introduction of career education activities in their school districts, this catalog presents a suggested curriculum design and detailed instructional objectives for career education for Grades K-9. An introductory chapter provides an overview of historical trends in curriculum, the place of career education in schools, and the characteristics and organization of the career education curriculum as it has been developed to date. Following this chapter, the 1,981 instructional objectives, arranged according to the topics and concepts they are intended to promote, are presented for these broad areas: (1) Self Understanding and Appreciation, (2) Opportunities and Options, (3) Orientation and Goal Formation, and (4) Goal Exploration. (SB)

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CAREER EDUCATION:

A Curriculum Design
and
Instructional Objectives Catalog

VT 021 181

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CAREER EDUCATION:

A CURRICULUM DESIGN
AND
INSTRUCTIONAL OBJECTIVES CATALOG

April 1973

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PREFACE

Career education offers youth the chance to prepare more fully for adult life. It also offers schools a way to make their curricula a little more relevant to student needs. For these reasons, and others, many educators have supported the development of career education. In January, 1971, it was designated as one of the major emphases of the United States Office of Education. Since then, it has been the subject of much research, development, and comment.

In the summer of 1972, to provide schools with a broader array of career education options, the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, United States Office of Education, commissioned the American Institutes for Research to develop a sample career education curriculum for grades kindergarten through nine. This volume is one step toward the development of that curriculum.

These materials are offered at this time for review, critique and commentary. Although they have already undergone considerable review and revision, they are still not yet in their final form. An extended period of field testing, evaluation, and revision lies ahead. Nevertheless, it is believed that these materials have current practical value even though they are expected to undergo further refinement in the future.

The catalog begins with an overview of historical trends in curriculum, the place of career education in the schools, and the characteristics and organization of the career education curriculum as it has been developed to date. It then offers nearly 2,000 instructional objectives from which teachers and school systems might choose as they plan their own local programs.

As the introductory chapter will explain, few school systems are likely to use all the objectives in this catalog. Instead, the catalog is intended to serve as a resource from which administrators and curriculum developers can select those objectives that best suit their needs.

This handbook is the second in a series of products published as part of the career education project. A companion volume, Career Education: An Annotated Bibliography for Teachers and Curriculum Developers, offers a detailed description of the AIR Career Education Curriculum Development Project, the origins of the career education movement, a general definition of career education, the products to result from the AIR CEC Project, a review of literature references relevant to career education and a sample of instructional materials that might be used by teachers in the eventual implementation of career education in their classrooms.

PART I

INTRODUCTION

PART I

INTRODUCTION

The beginning of the career education movement had been predicted. In 1966, Arthur Foshay, a leading specialist in educational curricula, predicted that very likely "the redefinition and redevelopment of the concept of general education has reached the top of the educator's agenda. . . . Just over the horizon, perhaps only a year or so away, is a general reconsideration of vocational and technical education" (Foshay, 1968). Within five years of that prediction, and within only three years of its publication, Sidney P. Marland (1971) designated career education as one of the prime targets of effort of the U.S. Office of Education. Marland's move brought the goals of general education, vocational education, and technical education squarely into the focus of both public and professional attention. The concerns that Barlow (1965), Leighbody, (1965, 1968), and others had been expressing for a number of years, regarding the unnecessary separation between vocational education and the rest of education, became a a focal point of educational research and development in the early 1970's.

Career Education Defined

Career Education may be broadly defined as the development of the skills and knowledge through which individual students may fulfill their own unique needs with regard to occupational choice, social responsibility, leisure activity, and personal development.

As such, its goals do not differ markedly from those embraced by American education for over half a century. The seven cardinal principles of education espoused by the Commission for the Reorganization of Secondary Education in 1918 have a very contemporary ring. Key emphasis was given to "vocational preparation, citizenship, and the worthy use of leisure time."

Thirty years later the National Educational Association's Educational Policy Commission identified the ten basic needs of youth which schools should address. Leading the list were the needs to acquire salable skills; to understand the attitudes of successful workers; to understand and fulfill obligations in the community, state, nation, and world; to learn to purchase and use goods and services wisely; and to use leisure well (Trump and Miller, 1968).

Why there should be a renewed emphasis on such goals at this time is, of course, open to conjecture. A number of theorists such as Goodlad (1966), Smith, Stanley, and Shores (1950), and Trump and Miller (1968), have pointed out that the curriculum of American education often appears to move in cyclical patterns. The easing of international relations and the consequent softening of technological competitiveness, the generally negative employment picture in the late 1960's and early 1970's, and perhaps even a general diminution of the public's belief in the practical utility of a university education may all have played a role in the very rapid and very striking emergence and popular support of the concept of career education. It is sufficient to note here that American education seems to be at a crossroads in its thinking with regard to the general purpose of education and to the nature of elementary, junior, and high school curricula.

Focus On The Individual

During the early part of this century, the curriculum was defined largely in terms of its social utility, that is, in terms of its benefits to society as a whole. During the 1930's and 1940's curriculum attention centered largely on the consideration of principles of child growth and development. During the 1950's and 1960's curriculum development was concerned almost exclusively with content considerations. In recent years, however, one can begin to see a growing emphasis on personal utility.

The increasing sophistication of education in accommodating individual differences in personal interests, abilities, goals, and ambitions, coupled with a growing social concern for the maintenance of individuality in an increasingly dehumanized and technological society, appears to be resulting in a strong pressure for schools to become more concerned with serving the individual. Implicit in this is the assumption that the schools can best serve society by serving the individuals who constitute that society. This places the school in a position markedly different from that which it held a generation or two ago. The school is becoming, in effect, a responsive resource rather than an institutional arbiter of social need. No doubt this way was paved by the extensive debate during the content-oriented curriculum reform efforts of the early 1960's when scholars vigorously debated the problems of the information explosion and questioned the importance of large segments of academic content that traditionally comprised much of public school offerings.

In line with this trend, career education is coming to be considered as those gradual, cumulative, educational activities and experiences necessary for a student to achieve increasing knowledge and personal competence, so that he may achieve satisfying and self-sustaining roles in society.

At the minimum, career education involves the development of a more objective opinion regarding one's self, knowledge of the various options open to one, and skills in goal formulation, personal planning, and decision-making. In its full extent it also involves knowledge of how to augment the options one chooses and how to successfully pursue one's goals.

In brief, career education exists for the benefit of the individual, recognizes the inherent dignity of the individual, attempts to increase the relevance of the curriculum to the specific career needs of individuals, and attempts to demonstrate to the individual the relevance of the school curriculum to his goals in life.

Such ambitious perspectives have enormous implications for schools. Career education could operate both vertically--from early childhood to mature adult years--and horizontally, cutting across disciplines and subject areas in every part of the school program. It could be one step toward ameliorating what former Commissioner of Education, James E. Allen, has called "the ironclad separation of academic and vocation[al]" preparation in favor of a fusion of curricula. Concerning the fear that career education might result in downgrading of academic instruction, Wilson Riles (1972), Superintendent of Public Instruction for the State of California, has argued that, "Career education envisions not a replacement [of curriculum] but a blending of curriculum leading to more relevance in what is being taught. Occupational skills, for instance, provide a means of lending credence and relevance to academic skills."

Curriculum Trends

If one reviews the ebb and flow of curriculum activities prior to the middle of the century, two related, but nevertheless distinct, definitions of curriculum can be discerned. One holds the curriculum to be that which the school teaches. The other holds the curriculum to be that which the child learns.

The former defines the curriculum in terms of what the school attempts, the latter in terms of what is accomplished. The former was the predominant definition during the early decades of this century when the primary purposes of schools were the satisfaction of societal needs, the amalgamation of first and second generation immigrants into American life (the melting pot ideal), compulsory public education as a basis for effective Jeffersonian democracy, and secondary education to meet the needs of an expanding industrial and mercantile economy.

The latter definition was the predominant definition during the late 1920's, 1930's, and 1940's. During that period the curriculum was defined as "all the experiences the learner has under the guidance of the school." (See Kearney and Cook, 1960, for example.) An "experience" is an ephemeral event, however, and not directly observable; thus, it is difficult to verify. Further, it suggests the possibility of justifying experiences for their own sake rather than as means to desired ends.

In discussing the curriculum position of the 1930's and 1940's, Foshay (1969) contended that, because of its essentially nonheuristic definition, "questions asked concerning the curriculum did not change in thrust or content after 1938."

Both of the preceding definitions had something of the tautological about them. The increasing technicalization of American society after World War II resulted, however, in a new consideration of curriculum. The cold war, the space race, and domestic industrial expansion created a keen need for highly trained specialists in mathematics, physics, chemistry, biology, medicine, and the like. The resultant focus of attention on education gave rise to the view of curriculum as an essential, dynamic factor in the revitalization of American education. It was seen as that organized body of substantive knowledge that schools should teach. And since there had been great changes in the content of scientific knowledge, massive curriculum development projects were started. (See, for example, Goodlad, Von Stoephasius, and Klein, 1966, and Grobman, 1970.)

Curriculum came to be viewed as "the operational statement of the schools' goals" (Foshay 1969). Although the importance of the specification of goals had been emphasized by Tyler in the early 1930's and, indeed, was an accepted rationale for systematic curriculum design even before the turn of the century, the key to the mid-century definition of curriculum was the term "operational." That is, the key was in the requirement that the goals of schools be stated in explicit operational terms. Popular acceptance of this position was enhanced no doubt by the emergence and acceptance of operationalism in the physical sciences, and in the obvious successes of systems analysis and operations theory in the management of various complex research and development activities. The curriculum, then, presumably was to specify precisely what it was that teachers (or pupils) should accomplish.

Curriculum Selection and Implementation

School districts and communities, like individuals, vary widely. Differences between school districts, school buildings, and even classrooms within school buildings, clearly call for the provision of local option with regard to the suggested curriculum. Nevertheless, much effort was spent in the late 1950's and 1960's by various curriculum development groups developing highly specific, and rigid, curricula which were then to be implemented by school districts. Lippitt (1965) was prompted to describe that experience as "rich with the examples of opportunities provided, but nothing meaningful gained; with new curricula developed, but lack of meaningful utilization; with new teaching practices invented, but nothing spread; with new richer school environments, but no improvement in the learning experiences of the child."

While many curriculum theorists (Smith, Stanley, and Shores, 1950, and Bent and Unruh, 1969, for example) have discussed curriculum development strategies from various points of view, they have paid little attention to the conceptualization of curriculum as an array of curricular options plus a set of decision rules or algorithms whereby those options might be exercised by a particular principal or teacher or school district for a particular class, student, or school system.

In retrospect, useful conceptual distinctions can be made between the curriculum as that which ought to be taught, that which might be taught, that which the teacher attempts to teach, and that which the student learns.

Catalog Purpose

The purpose of this catalog is to present a suggested curriculum for career education for kindergarten through ninth grade. The term curriculum is clearly used in its first context, i.e., as a statement of what might be taught. As such, this catalog represents a potential curriculum, or a curriculum resource, which might be used in the design and/or specification of a particular operational curriculum.

This catalog, then, is for expository purposes only and is expected to be of primary interest to administrative personnel, curriculum specialists, and career education project directors. It indicates the overall general curricular design and the detailed instructional objectives, comprising a curriculum resource for career education for grades K-9. Its purpose is to assist such personnel as they consider whether to introduce career education activities in their respective school districts. It is not, in its present form, intended as a guide for teacher use in the classroom. The development of a series of age-graded teacher curriculum guides will be a later task.

In addition, this catalog does not treat alternative strategies for the introduction of curriculum change, the practical evaluation of the effectiveness of the curriculum in the classroom, recommendations for differential levels of curriculum decision-making, or the like. These problems are also scheduled for subsequent project attention.

Goals and Purposes of the Curriculum Effort

The AIR project is concerned primarily with the design and development of a comprehensive career education curriculum that will be sufficiently detailed, yet flexible enough, that it can be used without special fiscal or administrative accommodation in large numbers of elementary and junior high school classrooms throughout the United States.

For the career education curriculum to be used widely it must be, above all, realistic. That is, the curriculum and the instructional materials necessary to implement that curriculum must be:

1) Economically feasible. The cost of implementation must not be too high for typical school systems. It must fit within the confines of normal school expenditures for textbooks, workbooks, routine instructional material, and classroom operation costs;

2) Predicated on regular classroom staffing patterns. Long-term in-service teacher training, extensive use of teacher aides or paraprofessionals, or the use of new categories of technical

specialists is neither characteristic of most public education, nor likely to be characteristic in the immediately foreseeable future;

3) Contained within the current allocation of teacher time and effort. It cannot be expected to either extend the school day, or to supplant present parts of the curriculum. Finally, it must be,

4) Amenable to local needs, interests, and options. It is unrealistic to assume that fixed "prepackaged" or "canned" curricula can anticipate all possible combinations of state, local, and personal needs. Options for selective access and utilization based on local district and learner needs must be provided in the curriculum design and structure.

The goal of this project, then, was to design and develop a curriculum that was unequivocal in the content specified but which would be structured so that it could permit wide latitude in the selection of various aspects of the curriculum, in the age-grade assignment of content, in the amount of content selected, and in the sequencing of the content selected. These features are necessary if the curriculum is to be used by the many kinds of students our schools serve.

Maximum Scope of the Curriculum

One major concern in developing specifications for the curriculum was the maximum practical scope of the curriculum. Early feasibility studies concluded that some committed school districts might devote as much time to career education as they devote to any other subject, but probably not more.

If teachers took one hour of classtime study to teach one instructional objective, and if they taught five objectives per week for forty weeks for ten school years, they would cover two thousand instructional objectives.

This figure seemed the highest feasible number of objectives. It is true that many, if not most, districts will not be able to spend so much time on career education. Nevertheless, a broad resource of objectives is still desirable to accommodate those few heavily committed districts, and to allow other districts to individualize their local curricula.

Levels of Curriculum Decision-Making

According to Myers (1969), it is useful to consider a curriculum in terms of at least three levels of decision-making, i.e., the political, institutional, and practical levels. Political, or societal, decisions are generally made by the school board and the school superintendent. Institutional decisions are made by building administrators, curriculum planning task forces, and teacher curriculum committees. Practical or instructional curriculum decisions are typically made by classroom teachers.

Although substantive decisions are made at all three levels, the scope of those decisions varies considerably. Decisions at the top level usually reflect general policy considerations and treat curriculum in the broadest of terms. Practical or instructional decisions, on the other hand, are the most narrow in scope and are predicated on the most precise specification of curricular intent and content.

Although decisions regarding content are made at all three levels, decisions about how to teach are typically made by teachers.

In generating and presenting a curriculum, then, it is useful to organize the curriculum in terms of successive levels of specificity in the statement of goals and objectives. The curriculum could then be subsequently described in terms of the hierarchy of cognitive and affective processes involved.

Levels of Curriculum Specificity

The specification of the content to be covered in a curriculum may range from the extremely broad to the extremely specific. An extremely broad statement of content to be covered is contrary, of course, to the basic concept underlying the use of instructional objectives. Such statements are generally considered goals rather than objectives and are so broad as to make it difficult to specify the requisite activity or the criteria for success. Rather, they serve to identify the general topic or skill areas comprising the curriculum.

At the other extreme, concentration at the highly specific end of the continuum, makes it difficult to coordinate and integrate the elements of the curriculum. In order to identify the general directions one wants to go, the topics to be covered, and the areas in which to devote resources, one must step back two or three steps and deal with a more general statement of "topical" objectives.

An example of a continuum of objectives specificity is given in Figure 1. The upper levels of this list are considered curriculum goals. The intermediate levels deal with goals of instructional programs. Farther down the list the statements might be called instructional objectives. At the bottom of the list one finds so-called "behavioral" objectives.

The AIR Career Education Curriculum

Because decisions regarding career education are likely to be made at all levels, from the district down to the classroom, the career education curriculum outlined in this catalog has been defined in terms of seven levels of increasing specificity. The first five of these levels are depicted in Figure 2. Each of the seven is briefly described below.

Curriculum. The first level of definition is that of the total curriculum: career education.

Programs. The curriculum comprises two programs. One, "Awareness and Understanding," is concerned with providing students with a base of information about themselves and about the kinds of career options they might consider. The second program, "Orientation and Exploration," focuses on providing students with planning and decision-making skills. Together these programs provide the information and skills necessary to prepare students for the career-related decisions they will eventually have to make.

Strands. Each program is further divided into two strands, reflecting the general categories of information, on the one hand, and skills, on the other, which are necessary for making career decisions. Two categories of information are necessary for career decision-making: information about oneself and information about possible career options. Similarly, two areas of planning skills are drawn upon in career decision-making: goal formulation and goal exploration. While students are not asked to commit themselves to specific goals, training in the skills involved in goal formulation and exploration is provided to prepare students for future career decisions.

Areas. Within each strand specific areas of information on skills are identified. With regard to the first strand, self-appreciation and understanding, basic information on individual differences and their assessment is presented along with specific information relating to identifying one's own characteristics. In this way students develop a respect and appreciation for others' characteristics as well as their own. In the second strand, because "career" encompasses the many aspects of one's life, four areas of career options are dealt with: education and training, jobs and employment, social responsibility, and leisure.

The third strand, orientation and goal formulation, comprises two skill areas, status assessment and options analysis, which together contribute to the formulation of personally satisfying goals. The former area involves assessing one's self in relation to possible career options; the latter area covers the identification and evaluation of career options relating to one's interests, abilities, values, etc., and the formulation of tentative career goals. Goal exploration, the fourth strand, likewise comprises two skill areas, personal planning and goal pursuit. Personal planning involves consideration of what will be required to attain a goal, while goal pursuit covers strategies to help one attain a goal. The K-9 curriculum only introduces these skills; elaboration of them would be a necessary component of a career education curriculum for secondary students.

Topics. Within each area, from three to five specific topics are identified to define the dimensions of the content to be covered.

Concepts. For each of the thirty-one topics a series of specific concepts relating to that topic is specified. See Figure 3. These 178 concepts provide operational definitions of each of the topics of the curriculum.

Instructional Objectives. Finally, the most specific definition of the curriculum is provided by the instructional objectives, Part II of this catalog. A total of 1981 objectives has been developed from the concepts. These objectives will eventually be presented in a set of manuals developed for teachers' use in the classroom. While written for the use of the instructor, however, they are expressed in terms of student outcomes and outline student behaviors which would be associated with the various concepts. Since these objectives will form the basis of student lessons, the specification of instructional objectives has been restricted to those outcomes which can be explicitly taught and for which students can be held accountable. Several goals of the curriculum for students, such as the expansion of student options, the development of awareness of a sense of agency, and the development of respect for one's self, are implicit in the curriculum but are not explicitly stated as instructional objectives. Rather, they are the ends toward which instructional objectives are directed.

An eighth level of specificity of definition would be found in the translation of the instructional objectives into behavioral objectives. Instructions on how to prepare specific classroom objectives, i.e., behavioral objectives, given selected instructional objectives, will be one topic in the forthcoming teacher guides. Because of the present need to allow for maximum flexibility in the use of the curriculum, however, objectives here are defined only as far as the instructional level.

To recapitulate, the overall curriculum is defined in terms of two programs. These two programs subdivide into four curriculum strands. These strands further break down into 10 content areas, 31 curriculum topics and 178 concepts.

The Sequencing and Concentration of Instructional Content

After the generation of the content, or concepts, defining the curriculum, it was next necessary to consider the approximate sequencing of that content across the ten years which comprise the students' elementary and junior high school program. Careful attention was given to developmental considerations. Figures 4 through 7 present the distribution of concepts, and thus of objectives, across general age-grade groups.

In brief, some curriculum areas, such as Knowledge of Self and Individual Differences and Assessment, are essentially developmental in nature and span the entire age range of the curriculum. The content of the strand changes, however, as the student progresses through various stages of development. In the early school years, there is an emphasis on learning about one's physical self. In the middle elementary grades the emphasis is on learning about one's social self and about one's interests and academic abilities. In the upper elementary grades, emphasis shifts to values analysis, analytical skills, and social service concerns. And, finally with adolescence, attention once again focuses on the individual as a physical being, on the emerging self-concepts, and the adaptability of the individual.

Other areas of the curriculum, such as occupational and educational opportunities, are essentially informational in nature and are concentrated in fairly circumscribed time spans. Still other components, such as Goal Formulation and Exploration, are predicated on student initiative and decision-making skills and are clustered at the higher age levels.

Figure 8 summarizes the instructional emphasis assigned to the various curriculum areas, as measured by the number of concepts and objectives assigned to general age-grade groups. As will be noted from the figure, a large number of objectives are devoted to the Jobs and Employment areas. It is this area that covers knowledge of the world of work and which organizes information about occupations, career clusters, life styles associated with various career patterns, and the like.

According to Bureau of Labor Statistics, 100 occupations account for 76.5% of the estimated annual job openings listed in the Occupational Outlook Quarterly, Spring 1970. The OOQ, in turn, accounts for 65.6% of all estimated annual openings for the economy as a whole for the period 1968-1980.

Approximately 10 instructional objectives are provided in the objectives pool for each of these 100 occupations. Fifteen occupations treated at early grade levels receive repeated treatment with additional objectives later in the curriculum. Figure 9 summarizes these 100 occupations by career cluster and family.

Consideration of Learning Hierarchies

In addition to organizing the curriculum according to a desired developmental sequence, the curriculum may also be organized according to the types of skills required for the successive mastery of objectives. Such a hierarchical classification of objectives provides a means for showing how relatively simple capabilities lead to more complex human accomplishments.

Hierarchical taxonomies, then, are useful in instruction in providing a description of the kinds of student behaviors required for or attendant to school learning. Consequently, in addition to the objectives sequencing implicit in the concept scope and sequence charts (Figures 4 through 7), objectives were also classified according to their position in Bloom's taxonomy of cognitive skills, their position in Krathwohl's taxonomy of affective skills, and/or in some instances according to their membership in an activities domain. The cognitive domain deals with recognition and recall of knowledge and the development of intellectual skills and abilities. The affective domain deals with attitudes, interests, values, the acquisition of appreciations and adequate adjustment. These classifications appear as descriptor codes following each objectives statement in the main section of this catalog.

Within the first two of these categories, the cognitive and the affective domains, a variety of subclasses or subcategories has also been utilized.

The Cognitive Domain. In the cognitive domain the six basic subcategories of Bloom, et al., have been used. They were: knowledge, comprehension, application, analysis, synthesis, and evaluation.

1) Knowledge. Knowledge includes the recall of specifics and generalizations, methods and processes, and patterned structure in setting. Recall means remembering with little or no alteration. An example of a simple knowledge objective is, "Identify three problems an airline steward/stewardess must be prepared to cope with."

2) Comprehension. Comprehension is taken by Bloom and his colleagues to represent the lowest level of understanding. Comprehension is knowing what is communicated but without necessarily seeing the implications of the communication. Conceptually, there are three subordinate categories within the area of comprehension: translation, interpretation, and extrapolation. Translation is changing the form of a communication without altering its meaning. Interpretation is the explication of a communication. Extrapolation means drawing conclusions or consequences from information. An example of an objective involving comprehension at the extrapolation level is "Explain how leisure provides a person an opportunity to exert control or influence over his life."

3) Application. The third class within the cognitive domain is application. Application refers to the abstract representation of concrete phenomena. An example of an application objective is, "Describe two ways one's personal integrity may influence one's life."

4) Analysis. Analysis is the division of something into its components so that relationships among the components are made clear. There are three subclasses within the analysis category: analysis of elements, relationships, and organizational principles. Analysis of elements is recognition of unstated assumptions which are components of a communication. Analysis of relationships involves identifying connections and interrelationships between parts of a communication. Analysis of organizational principles is the identification of the structure of elements in a communication. An example of an analysis of relationships objective is, "Given a list of the five activities which you spend the most time on, identify the general interests reflected in the activities."

5) Synthesis. Synthesis is putting elements together to form a whole. Synthesis includes production of a unique communication, a plan, or derivation of a set of abstract relationships. Example: "Analyze your reactions to specific activities and identify two factors that make activities satisfying to you and two factors that make activities dissatisfying to you."

6) Evaluation. The final category in the cognitive domain is evaluation. Evaluation is judgment about the value or usefulness of materials and procedures for accomplishing a given purpose. Evaluation may be based on judgments concerning logical consistency or sets of external criterion such as standards set up by authorities in a field. An example of an evaluation objective is: "Given a specific value, determine

whether or not you feel the value would be valid if your role were different."

The Affective Domain. Classifications for the affective domain were prepared in accordance with recommendations by Krathwohl, et al. (1964). Although five levels of specificity are offered in Krathwohl's formulation--receiving, responding, valuing, organization, and characterization by value complex--only the first three levels were considered appropriate for use in the K-9 curriculum.

1) Receiving. Receiving refers to sensitization by the learner to phenomena or stimuli. There are three subclassifications within the area of receiving. The first of these is awareness, indicating simply consciousness that something has occurred. The learner may not be able to describe the aspects of the stimulus which causes his awareness. The second category is willingness to receive. Willingness refers to toleration, that is, lack of avoidance of a stimulus. The third subclass is controlled or selective attention. This indicates the ability to attend to aspects of the stimulus in a conscious way. Example: "Show an awareness of the importance of meteorology by listing the people who need weather information."

2) Responding. Responding represents something beyond receiving of information. The student who responds is sufficiently involved to seek out activities related to the stimulus. Three subclasses are differentiated within the responding category. The first of these is acquiescence in responding which refers to agreeing to respond if requested to do so. Willingness to respond is the second category which indicates voluntary response. Satisfaction in response, the third subclass, indicates that the response is accompanied by a feeling of satisfaction, pleasure, zest, or enjoyment. Example: "Explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc."

3) Valuing. Valuing refers to the notion that something in the environment is of worth. The first subclass within the area of valuing is acceptance of a value which implies the emotional acceptance of a proposition or doctrine on the basis of adequate evidence. The second subclass within valuing is preference for value which involves a sufficient degree of commitment to a value to pursue it or to behave in ways consistent to it. Commitment, the third subclass, is the valuing category indicating conviction which may border on faith. Loyalty to a cause would be classified under the heading of commitment. Example: "Determine whether a person really has the option to not accept responsibility for his life."

Hierarchical Classification of Objectives

The breakdown of objectives according to taxonomic classification, within curriculum areas, is given in Figure 10. Because of instances of occasional multiple classification across domains, the figures shown are the numbers of codes in a given category. Thus, the sum of column totals exceeds the grand total of objectives in the curriculum.

Approximately 55% of the coded objectives pool refers to the area Knowledge of the World of Work. The balance of the coded objectives are directed, approximately equally, to the other nine areas of the curriculum.

Regarding the distribution of coded objectives across taxonomic levels, 25% are at cognitive level I, simple fact and information; 40% are at cognitive level II, comprehension, interpretation, and extrapolation; 26% are at higher order cognitive levels III-VI, application, analysis, synthesis, and evaluation; 6% are in the affective domain, with two-thirds at affective level II, willingness, satisfaction, voluntary response; and 3% are in the activities domain.

The Goal Pursuit and Social Responsibility areas have the highest percentages of objectives in the affective domain, 12% and 16% respectively.

The Knowledge of Opportunities and Options with regard to Jobs and Employment area has the highest percentage of objectives in the activities domain, 6%.

Within the cognitive domain as a whole, 28% of the objectives are at level I, knowledge; 44% are at level II, comprehension; the remainder, approximately 29%, are at the higher order cognitive levels.

In the affective domain 17% of the objectives are at the awareness, acceptance, tolerance level. 67% are at affective level II, responding, and 17% are at affective level III, personal preference, value, commitment.

Figures 1 - 15

Figure 1

LEVELS OF OBJECTIVES SPECIFICITY

Descriptive Terms	Hierarchical Order of Objectives	Types of Probable Users
• Curriculum	Mathematics	
• Program	Arithmetic	Superintendents and Boards of Education
• Strand	Whole Number Operations	
• Area	Addition	Principals and Building Administrators
• Topic	Addition of fractions	
	Addition of simple fractions	Curriculum Planners and Coordinators
• Concept	Addition of simple fractions with common denominators	
• Instructional Objective	Addition of two simple fractions with common denominators	Teachers
• Behavioral Objective	Addition of two simple fractions with common denominators when the operation is word form and the fraction expression is in numerical form	Test Developers
• Test (Performance) Objective	From a list of five fractions a student will be able to identify one which is the sum of one-fifth plus three-fifths.	

Figure 2

THE AIR CAREER EDUCATION

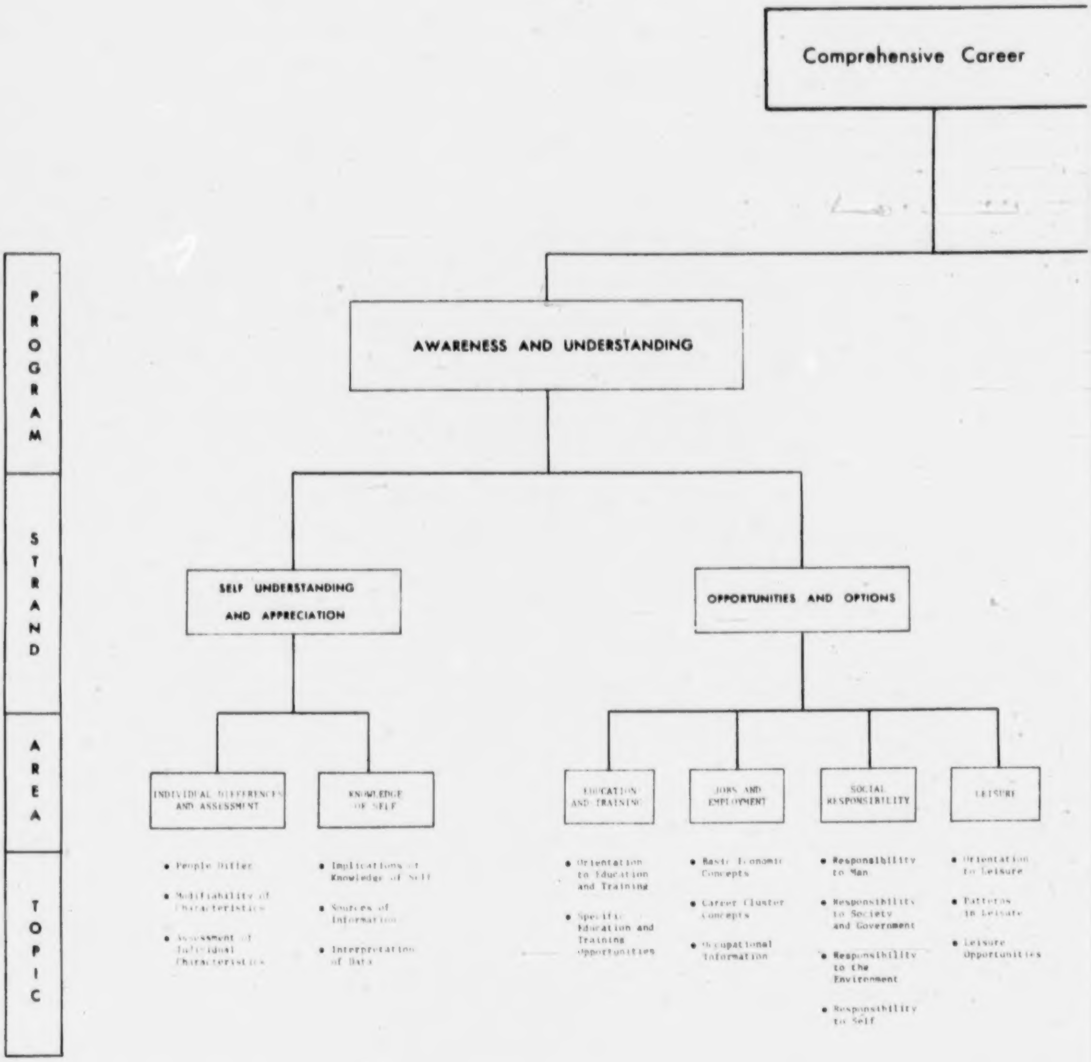
Comprehensive Career
P R O G R A M
S T R A N D
A R E A
T O P I C
AWARENESS AND UNDERSTANDING
SELF UNDERSTANDING AND APPRECIATION
OPPORTUNITIES AND OPTIONS
INDIVIDUAL DIFFERENCES AND ASSESSMENT
KNOWLEDGE OF SELF
EDUCATION AND TRAINING
JOBS AND EMPLOYMENT
SOCIAL RESPONSIBILITY
LEISURE
• People Differ
• Modifiability of Characteristics
• Assessment of Individual Characteristics
• Implications of Knowledge of Self
• Sources of Information
• Interpretation of Data
• Orientation to Education and Training
• Specific Education and Training Opportunities
• Basic Economic Concepts
• Career Cluster Concepts
• Occupational Information
• Responsibility to Man
• Responsibility to Society and Government
• Responsibility to the Environment
• Responsibility to Self
• Orientation to Leisure
• Patterns in Leisure
• Leisure Opportunities

Figure 2 (continued)

CURRICULUM TOPIC CHART

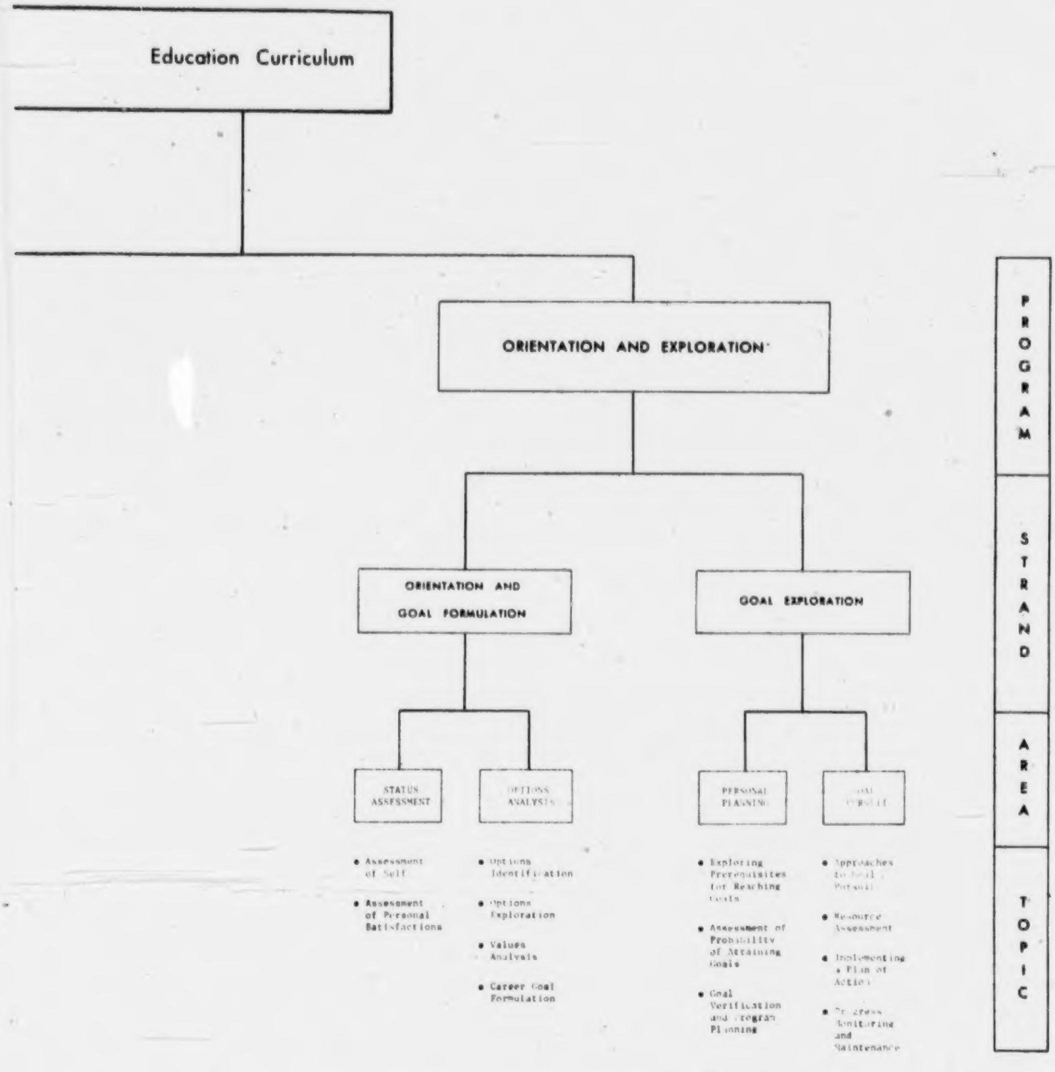
Education Curriculum
ORIENTATION AND EXPLORATION
ORIENTATION AND GOAL FORMULATION
GOAL EXPLORATION
STATUS ASSESSMENT
OPTIONS ANALYSIS
PERSONAL PLANNING
GOAL PURSUIT
• Assessment of Self
• Assessment of Personal Satisfactions
• Options Identification
• Options Exploration
• Values Analysis
• Career Goal Formulation
• Exploring Prerequisites for Reaching Goals
• Assessment of Probability of Attaining Goals
• Goal Verification and Program Planning
• Approaches to Goal Pursuit
• Resource Assessment
• Implementing a Plan of Action
• Progress Monitoring and Maintenance
PROGRAM
STRAND
AREA
TOPIC

Figure 3

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand I: Self Understanding and Appreciation

Individual Differences and Assessment

People Differ

- Differences in physical skills
- Differences in interests and attitudes
- Differences in social skills
- Differences in values
- Differences in academic skills
- Differences in interpersonal skills
- Differences in emotional reactions
- Differences in personal goals
- Reasons for and patterns of differences

Modifiability of Characteristics

- Developmental/biological changes
- Changes resulting from experiences
- Changes resulting from conscious effort
- Modification/development of academic abilities
- Relative modifiability of characteristics
- Modification of interpersonal skills
- Changes in emotional reactivity

Assessment of Individual Characteristics

- Assessment of physical skills
- Reliability of measures
- Assessment of interests
- Assessment of attitudes and values
- Assessment of academic skills and achievement
- Interpretation of simple test results
- Validity of measures
- Purposes and limitations of assessment
- Methods of assessment
- Technical concepts useful in understanding tests and test results

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand II Self Understanding and Appreciation

Knowledge of Self

Implications of Knowledge of Self

- Building self-confidence
- Expanding self-awareness
- Formulating identity/self concept
- Identifying areas for development
- Facilitating personalized planning and decision-making
- Maximizing chances of success of plans

Sources of Information

- People's activities
- Opinions of self and others
- Self-exploration
- Academic tests
- Guidance tests and records
- Feedback from others

Interpretation of Data

- Recognizing emotions and attitudes in others
- Recognizing emotions and attitudes in self
- Appraisal of motor skills
- Appraisal of academic skills
- Recognizing effects of behavior on others
- Assessment of classroom academic performance
- Identification of personal values
- Analysis of interests
- Analysis of emotional behavior
- Implications of test data
- Clarification of values

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand III: Opportunities and Options

Education and Training

Orientation to Education and Training

- Trends in education and training
- Individual differences in education and training needs
- Types of education and training opportunities
- Sources of education and training

Specific Education and Training Opportunities

- Vocational/technical training, apprenticeships
- On-the-job/in-service training
- Higher education
- Continuing/adult education

Social Responsibility

Responsibility to Man

- Value of helping others
- Safety and health of others
- Consequences of own actions for others
- Respect for others
- Value and dignity of the individual

Responsibility to Society and Government

- Loyalty to friends and country
- Existence and necessity of rules and laws
- Importance of compliance with rules and laws
- Volunteer service in community programs
- Obligation to protest unjust rules and laws
- Value of personal rights and freedoms
- Citizen participation in a democracy
- Interrelation of one person's rights and those of others

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand II: Opportunities and Options

Social Responsibility (continued)

Responsibility to the Environment

- Appreciation of nature
- Balance of nature
- Fragile character of the ecological system
- Implications of societal changes for the environment
- Importance and need for preserving natural settings
- Man's obligation to future generations
- Effects of individual action

Responsibility to Self

- Responsibility for tasks
- Responsibility for actions
- Family responsibilities
- Care for self
- Personal integrity
- Acceptance of responsibility

Leisure

Orientation to Leisure

- Leisure as rest and/or recreation
- Leisure as personal development and/or avocational pursuit
- Individual differences in leisure activities

Patterns in Leisure

- Temporal patterns of leisure activities
- Geographical patterns of leisure activities
- Personal patterns of leisure activities
- Expansion of time for leisure
- Implications of expansion of time for leisure

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand II: Opportunities and Options

Leisure (continued)

Leisure Opportunities

- Types of leisure activities: rest and recreation
- Types of leisure activities: personal development and avocational pursuit
- Leisure resources
- Factors influencing selection of leisure activities
- Costs and benefits of leisure activities

Jobs and Employment

Basic Economic Concepts

- Types of productivity
- Monetary exchange system
- Labor market
- Factors affecting income
- Labor migration and mobility
- Monetary and non-monetary benefits
- Occupational supply and demand
- Functional utility of income

Career Cluster Concepts

- Functions of clusters
- How to form clusters
- Reasons for clustering
- Introduction to twelve career clusters
- Comparisons among twelve career clusters
- Comparisons within twelve career clusters
- Rationale for twelve career clusters

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand II: Opportunities and Options

Jobs and Employment (continued)

Occupational Information

- Nature of tasks
- Products of work
- Social contribution
- Work conditions
- Entry requirements
- Salary and advancement
- Job outlook/security
- Implications for life style

Strand III: Orientation and Goal Formulation

Status Assessment

Assessment of Self

- Assessment of self in relation to leisure options
- Assessment of self in relation to employment options
- Assessment of self in relation to education and training options
- Assessment of self in relation to roles and responsibilities
- Assessment of self in relation to prerequisites for specific goals
- Personal characteristics to consider in goal formulation
- Implications of changes in personal characteristics

Assessment of Personal Satisfactions

- Satisfying and dissatisfying activities
- Satisfying and dissatisfying situations
- Identification of conflict between expectations of self and expectations of others for self
- Components of satisfying personal life style
- Resolution of conflict between expectations of self and expectations of others for self

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand III: Orientation and Goal Formulation (continued)

Options Analysis

Options Identification

- Options identification in relation to specific interests
- Options identification in relation to specific physical abilities
- Options identification in relation to cognitive abilities
- Options identification in relation to patterns of personal characteristics
- Value of considering many options
- Options identification in relation to work and social styles
- Alternative combinations of options fitting given personal characteristics and patterns

Options Exploration

- Sources of information/influence regarding potential options
- Kinds of information to seek regarding specific options
- Methods and sources for obtaining information about specific options
- Evaluation of alternative information sources

Values Analysis

- Advantages (benefits) and disadvantages (costs) of options
- Implications of options for personal satisfactions
- Relative cost/benefit analyses of alternative options
- Personal determination of criteria for evaluating options
- Resolution of conflict among options

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand III: Orientation and Goal Formulation

Options Analysis (continued)

Career Goal Formulation

- Career goal formulation in relation to general interests and physical abilities
- Relation of career goal formulation to sense of agency
- Multiplicity of career goals
- Career goal formulation in relation to general cognitive skills
- Career goal formulation in relation to personal satisfactions and values
- Data-based goal formulation
- Tentative formulation of career goals
- Resolution of conflict among goals and aspirations

Strand IV: Goal Exploration

Personal Planning

Exploring Prerequisites for Reaching Goals

- Planning to attain goals
- Determination of general prerequisites for attaining given goals
- Identification of means to attain given goals
- Recognition of costs to attain goals

Assessment of Probability of Attaining Goals

- Identification of personal situational factors influencing goal attainment
- Recognition of personal attributes necessary to attain given goals
- Assessment of implications of pursuing goals for one's personal life
- Assessment of likelihood of attaining given goals

Figure 3 (continued)

CAREER EDUCATION CURRICULUM TOPICS AND CONCEPTS

Strand IV: Goal Exploration

Personal Planning (continued)

Goal Verification and Program Planning

- Identification of how a person can begin working toward career goals while still in school
- Development of contingency plans for attaining goals
- Determination of which goals require immediate action, which do not, and why
- Determination of what specific actions will be required to attain given goals
- Preparation of plan(s) for accomplishing necessary tasks to attain goal(s)

Goal Pursuit

Approaches to Goal Pursuit

- A programmatic approach to goal pursuit
- Evaluation of alternative approaches to pursuing goals

Resource Assessment

- Identification of resource needs
- Identification of available resources
- Allocation of resources

Implementing a Plan of Action

- Determining priorities
- Allocating effort

Progress Monitoring and Maintenance

- Progress assessment
- Activity adjustment
- Termination/redeployment of effort

Figure 4

CURRICULUM CONCEPTS SCOPE AND SEQUENCE CHART

STRAND I: SELF UNDERSTANDING AND APPRECIATION

AREA	TOPIC	K - 1	2 - 3	4 - 6	7 - 9
Individual Differences and Assessment	People Differ	Differences in physical skills	Differences in interests and attitudes Differences in social skills	Differences in values Differences in academic skills	Differences in interpersonal skills Differences in emotional reactions Differences in personal goals Reasons for and patterns of differences
	Modifiability of Characteristics	Developmental/biological changes	Changes resulting from experiences	Changes resulting from conscious effort Modification/development of academic abilities	Relative modifiability of characteristics Modification of interpersonal skills Changes in emotional reactivity
	Assessment of Individual Characteristics	Assessment of physical skills Reliability of measures	Assessment of interests	Assessment of attitudes and values Assessment of academic skills and achievement Interpretation of simple test results Validity of measures	Purposes and limitations of assessment Methods of assessment Technical concepts useful in understanding tests and test results
Knowledge of Self	Implications of Knowledge of Self	Building self-confidence	Expanding self-awareness	Formulating identity/self concept Identifying areas for development	Facilitating personalized planning and decision-making Maximizing chances of success of plans
	Sources of Information	People's activities	Opinions of self and others	Self-exploration Academic tests	Guidance tests and records Feedback from others
	Interpretation of Data	Recognizing emotions and attitudes in others	Recognizing emotions and attitudes in self Appraisal of motor skills Appraisal of academic skills	Recognizing effects of behavior on others Assessment of classroom academic performance Identification of personal values Analysis of interests	Analysis of emotional behavior Implications of test data Clarification of values

CURRICULUM CONCEPTS SCOPE AND SEQUENCE CHART

STRAND II: OPPORTUNITIES AND OPTIONS

Figure 5

AREA	TOPIC	K - 1	2 - 3	4 - 6	7 - 9
Education and Training	Orientation to Education and Training			Trends in education and training Individual differences in education and training needs	Types of education and training opportunities Sources of education and training
	Specific Education and Training Opportunities				Vocational/technical training, apprenticeships On-the-job/in-service training Higher education Continuing/adult education
Social Responsibility	Responsibility to Man	Value of helping others	Safety and health of others	Consequences of own actions for others	Respect for others Value and dignity of the individual
	Responsibility to Society and Government	Loyalty to friends and country	Existence and necessity of rules and laws Importance of compliance with rules and laws	Volunteer service in community programs Obligation to protest unjust rules and laws Value of personal rights and freedoms	Citizen participation in a democracy Interrelation of one person's rights and those of others
	Responsibility to the Environment	Appreciation of nature	Balance of nature	Fragile character of the ecological system Implications of societal changes for the environment	Importance and need for preserving natural settings Man's obligation to future generations Effects of individual action
	Responsibility to Self	Responsibility for tasks	Responsibility for actions	Family responsibilities Care for self	Personal integrity Acceptance of responsibility
Leisure	Orientation to Leisure		Leisure as rest and/or recreation	Leisure as personal development and/or avocational pursuit Individual differences in leisure activities	
	Patterns in Leisure		Temporal patterns of leisure activities Geographical patterns of leisure activities	Personal patterns of leisure activities Expansion of time for leisure	Implications of expansion of time for leisure
	Leisure Opportunities		Types of leisure activities: rest and recreation	Types of leisure activities: personal development and avocational pursuit Leisure resources	Factors influencing selection of leisure activities Costs and benefits of leisure activities

CURRICULUM CONCEPTS SCOPE AND SEQUENCE CHART

STRAND II (continued): OPPORTUNITIES AND OPTIONS

Figure 5 (continued)

AREA	TOPIC	K - 1	2 - 3	4 - 6	7 - 9
Jobs and Employment	**Basic Economic Concepts**		Types of productivity	Labor market	Functional utility of income
			Monetary exchange system	Factors affecting income	
				Labor migration and mobility	
				Monetary and non-monetary benefits	
				Occupational supply and demand	
	Career Cluster Concepts		Functions of clusters	How to form clusters	Comparisons among twelve career clusters
				Reasons for clustering	Comparisons within twelve career clusters
				Introduction to twelve career clusters	Rationale for twelve career clusters
	Occupational Information		Architect, Meteorologist	Chemist, Civil Engineer, Electrical Engineer, Mathematician, Mechanical Engineer, Physicist	
		Dentist, Doctor, Nurse		Dietitian, Doctor, Nurse, Pharmacist, Physical Therapist	
			Sanitation Technician, Surveyor	Computer Programmer, Dental Hygienist, Draftsman, Medical Laboratory Assistant, Photographer/Photographic Laboratory Worker	
		Pilot	Accountant, Advertising Worker	Manufacturing Inspector, Marketing Research Worker, Personnel Worker, Purchasing Agent	
			Salesman	Hotel/Motel Manager, Salesman	
		Cashier, Telephone Operator	Office Machine Operator, Postal Clerk, Railroad Clerk, Secretary, Shipping and Receiving Clerk	Airline Steward/Stewardess, Airline Ticket Clerk, Bank Clerk/Teller, Bookkeeper, Cashier, Computer Operator, Hotel Worker, Secretary, Telephone Operator	
			Auto Mechanic, Electrician, Machinist, Telephone Repairman and Craftsman, TV/Radio Repairman, Welder	Airplane Mechanic, Appliance Repairman, Auto Mechanic, Compositor, Pressman, Related Press Activities Worker	
			Bricklayer, Carpenter, Cement Mason, Construction Laborer, Painter, Plasterer, Plumber, Roofer	Carpenter, Iron Worker, Production Painter	
		Barber, Bus Driver, Fireman, Gas Station Attendant, Locomotive Engineer, Mailman, Policeman	Chef/Cook, Cosmetologist, Forest Ranger, Recreation Worker, Taxi Driver, Truck Driver, Waiter/Waitress	Assembly Line Worker, Chef/Cook, Cosmetologist, Maid, Policeman, Practical Nurse, Railroad Brakeman, Truck Driver, Waiter/Waitress	
		Clergyman	Elementary School Teacher, School Counselor	Elementary School Teacher, High School Teacher, Home Economist, Social Worker	
			Librarian	College Professor, Economist, Lawyer, Newspaper Reporter, Psychologist	
			Actor/Actress, Dancer, Music Teacher/Musician, TV/Radio Announcer	Commercial Artist, Singing Teacher/Singer	

Figure 6

CURRICULUM CONCEPTS SCOPE AND SEQUENCE CHART

STRAND III: ORIENTATION AND GOAL FORMULATION

AREA	TOPIC	K - 1	2 - 3	4 - 6	7 - 9
Status Assessment	Assessment of Self		Assessment of self in relation to leisure options	Assessment of self in relation to employment options Assessment of self in relation to education and training options	Assessment of self in relation to roles and responsibilities Assessment of self in relation to prerequisites for specific goals Personal characteristics to consider in goal formulation Implications of changes in personal characteristics
	Assessment of Personal Satisfactions		Satisfying and dissatisfying activities	Satisfying and dissatisfying situations Identification of conflict between expectations of self and expectations of others for self	Components of satisfying personal life style Resolution of conflict between expectations of self and expectations of others for self
Options Analysis	Options Identification		Options identification in relation to specific interests Options identification in relation to specific physical abilities	Options identification in relation to cognitive abilities Options identification in relation to patterns of personal characteristics Value of considering many options	Options identification in relation to work and social styles Alternative combinations of options fitting given personal characteristics and patterns
	Options Exploration			Sources of information/influence regarding potential options	Kinds of information to seek regarding specific options Methods and sources for obtaining information about specific options Evaluation of alternative information sources
	Values Analysis			Advantages (benefits) and disadvantages (costs) of options Implications of options for personal satisfactions	Relative cost/benefit analyses of alternative options Personal determination of criteria for evaluating options Resolution of conflict among options
	Career Goal Formulation		Career goal formulation in relation to general interests and physical abilities	Relation of career goal formulation to sense of agency Multiplicity of career goals Career goal formulation in relation to general cognitive skills Career goal formulation in relation to personal satisfactions and values	Data-based goal formulation Tentative formulation of career goals Resolution of conflict among goals and aspirations

Figure 7

CURRICULUM CONCEPTS SCOPE AND SEQUENCE CHART

STRAND IV: GOAL EXPLORATION

AREA	TOPIC	K-1	2-3	4-6	7-9
Personal Planning	**Exploring Prerequisites for Reaching Goals**		Planning to attain goals	Determination of general prerequisites for attaining given goals	Identification of means to attain given goals Recognition of costs to attain goals
	Assessment of Probability of Attaining Goals			Identification of personal situational factors influencing goal attainment	Recognition of personal attributes necessary to attain given goals Assessment of implications of pursuing goals for one's personal life Assessment of likelihood of attaining given goals
	Goal Verification and Program Planning			Identification of how a person can begin working toward career goals while still in school Development of contingency plans for attaining goals	Determination of which goals require immediate action, which do not, and why Determination of what specific actions will be required to attain given goals Preparation of plan(s) for accomplishing necessary tasks to attain goal(s)
Goal Pursuit	**Approaches to Goal Pursuit**			A programmatic approach to goal pursuit	Evaluation of alternative approaches to pursuing goals
	Resource Assessment				Identification of resource needs Identification of available resources Allocation of resources
	Implementing a Plan of Action				Determining priorities Allocating effort
	Progress Monitoring and Maintenance				Progress assessment Activity adjustment Termination/redeployment of effort

Figure 8

RELATIVE INSTRUCTIONAL EMPHASIS

Curriculum			Number of Concepts/Objectives By Grade Level(1)				
Program	Strand	Area	K-1	2-3	4-6	7-9	Total
Awareness and Understanding	Self Understanding and Appreciation	Individual Differences and Assessment	4/23	4/30	8/47	10/52	26/152
		Knowledge of Self	3/16	5/20	8/39	7/36	23/111
	Opportunities and Options	Education and Training			2/8	6/51	8/59
		Jobs and Employment*	8/102	11**/353	16**/594	4/22	23/1071
		Social Responsibility	4/19	5/28	8/45	9/48	26/140
		Leisure		4/25	6/36	3/20	13/81
		PROGRAM TOTALS	19/160	29/456	48/769	39/229	119/1614
Orientation and Exploration	Orientation and Goal Formulation	Status Assessment		2/13	4/30	6/40	12/83
		Options Analysis		3/21	10/56	11/77	24/154
	Goal Exploration	Personal Planning		1/7	4/20	8/51	13/78
		Goal Pursuit			1/5	9/47	10/52
		PROGRAM TOTALS		6/41	19/111	34/215	59/367
		CURRICULUM TOTALS	19/160	35/497	67/880	73/444	178/1981

(1) The numerator indicates the number of concepts; the denominator indicates the number of objectives.

* 8 of these concepts pertain to occupational information and are replicated across 100 occupations: thus, the ratio of concepts to objectives appears to be exceptional.

** 8 concepts replicated from earlier level

Figure 9

OCCUPATIONAL CLUSTERS OF THE AIR CAREER EDUCATION CURRICULUM DEVELOPMENT PROJECT *

CAREER FAMILIES	CAREER CLUSTERS		OCCUPATIONS **
	Title	Description	
SCIENTIFIC - TECHNICAL	ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE	Workers are involved in the research and application of the physical and mathematical sciences. Includes teaching, design, and development in areas concerned with inorganic matter, energy, physical measurement and relationships, production, and the like.	Architect Chemist Civil Engineer Electrical Engineer Mathematician Mechanical Engineer Meteorologist Physicist
	MEDICAL AND BIOLOGICAL SCIENCES	Activities involved with living organisms and life processes. Provide services, explore problems, and research questions relating to all aspects of life, such as health and disease of all living things, including plants and animals.	Dentist Dietitian Doctor Nurse Pharmacist Physical Therapist
	TECHNICAL	Includes those workers who support physical and biological scientists. May be involved in design, development, production, maintenance, testing, or research. Most often work with equipment in laboratories, computer centers, design offices, or in other technical settings.	Computer Programmer Dental Hygienist Draftsman Medical Laboratory Assistant Photographer and Photographic Laboratory Worker Sanitarian Surveyor
BUSINESS	BUSINESS ADMINISTRATION	Includes occupations involved in the production, financial, and management aspects of commerce, banking, industry, and the military. Workers in this area typically determine policy, monitor progress, or provide other services which contribute to the ongoing operation of an organization.	Accountant Advertising Worker Manufacturing Inspector Market Research Worker Personnel Worker Pilot Purchasing Agent
	BUSINESS, SALES	Workers in this area make possible the transactions between manufacturers of products and customers who need and use those products through trade activities of various types. May be directly involved in selling or in the supervision of sellers.	Hotel/Motel Manager Salesman
	BUSINESS - CLERICAL	Assist business and industry with record keeping, communications, shipping and receiving merchandise, and operating equipment, such as office machines.	Airline Steward, Stewardess Airline Ticket Clerk Bank Clerk/Teller Bookkeeper Cashier Computer Operator Hotel Worker Office Machine Operator Postal Clerk Railroad Clerk Secretary Shipping and Receiving Clerk Telephone Operator

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* Clusters are defined by the similarity of the ability profiles of the individuals entering occupations in each cluster.

** These 100 occupations account for 76.5% of the estimated job openings listed in the _Occupational Outlook Quarterly_, Spring, 1970; the _OOQ_ list accounts for 65.6% of all estimated annual job openings, 1968-1980, as projected by the Bureau of Labor Statistics.

Figure 9 (continued)

OCCUPATIONAL CLUSTERS OF THE AIR CAREER EDUCATION CURRICULUM DEVELOPMENT PROJECT * (continued)

CAREER FAMILIES	CAREER CLUSTERS		OCCUPATIONS **
	Title	Description	
TRADES	CONSTRUCTION TRADES	Workers in this area are involved in all phases of building, repair, remodeling, or maintenance of buildings, bridges, roadways, and other structures.	Bricklayer Carpenter Cement Mason Construction Laborer Iron Worker Painter Plasterer Plumber Production Painter Roofer
	MECHANICS, INDUSTRIAL TRADES	Includes skilled craftsmen who use tools and instruments to build, operate, and maintain machines and other types of equipment.	Airplane Mechanic Appliance Repairman Auto Mechanic Compositor Electrician Machinist Pressman Related Press Activities Worker Telephone Repairman and Craftsman TV and Radio Repairman Welder
PROFESSIONAL SERVICES	GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	Workers in this area provide services to people in the community, such as policing the streets, putting out fires, making food and clothing, assisting in health care, transporting goods, and providing personal services.	Assembly Line Worker Barber Bus Driver Chef, Cook Cosmetologist Fireman Forest Ranger Locomotive Engineer Maid Mailman Practical Nurse Policeman Railroad Brakeman Recreation Worker Service Station Attendant Taxi Driver Truck Driver Waiter, Waitress
	GENERAL TEACHING AND SOCIAL SERVICE	Occupations in this group generally involve helping others through instruction, guidance, or in other ways facilitating the maintenance of people's social, physical, and intellectual well-being.	Clergyman Elementary School Teacher High School Teacher Home Economist School Counselor Social Worker
	HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	Workers in this area are primarily interested in literature and philosophy, how human beings relate to one another, to the law, and to their social and economic environments.	College Professor Economist Lawyer Librarian Newspaper Reporter Psychologist
	FINE ARTS, PERFORMING ARTS	Includes workers who are involved with the arts, such as the theater, music, painting, sculpting, crafts, or dancing.	Actor, Actress Commercial Artist Dancer Music Teacher, Musician Singing Teacher, Singer TV and Radio Announcer

Figure 10

PER CENT DISTRIBUTION* OF CODES FOR OBJECTIVES IN THE COGNITIVE DOMAIN, BY TAXONOMIC LEVEL, ACROSS CURRICULUM AREAS

	TAXONOMIC LEVEL	Individual Differences and Assessment	Knowledge of Self	Education and Training	Jobs and Employment	Social Responsibility	Leisure	Status Assessment	Options Analysis	Personal Planning	Goal Pursuit	TOTAL
COGNITIVE DOMAIN	I	7	[illegible]	[illegible]	76	2	5	[illegible]	4	2	<1	100%
	II	11	8	[illegible]	45	9	4	[illegible]	4	5	5	100%
	III	3	2	2	62	10	5	5	5	4	2	100%
	IV	13	6	5	48	6	6	4	[illegible]	3	3	100%
	V	[illegible]	[illegible]	[illegible]	9	0	3	7	33	13	19	100%
	VI	13	10	0	56	6	0	4	7	3	1	100%

* Totals may vary slightly from 100% due to rounding error.

Figure 11

PER CENT DISTRIBUTION* OF CODES FOR OBJECTIVES IN THE AFFECTIVE DOMAIN, BY TAXONOMIC LEVEL, ACROSS CURRICULUM AREAS

	TAXONOMIC LEVEL	Individual Differences and Assessment	Knowledge of Self	Education and Training	Jobs and Employment	Social Responsibility	Leisure	Status Assessment	Options Analysis	Personal Planning	Goal Pursuit	TOTAL
AFFECTIVE DOMAIN	I	0	0	0	100	0	0	0	0	0	0	100%
	II	2	1	0	64	15	0	1	10	1	5	100%
	III	0	6	0	13	42	19	1	0	6	10	100%

* Totals may vary slightly from 100% due to rounding error.

Figure 12

PER CENT DISTRIBUTION* OF CODES FOR COGNITIVE DOMAIN OBJECTIVES IN CURRICULUM AREAS ACROSS TAXONOMIC LEVELS

	COGNITIVE DOMAIN						
	Taxonomic Levels						
CURRICULUM AREAS	I	II	III	IV	V	VI	TOTAL %
Individual Differences and Assessment	6	61	3	21	3	6	100%
Knowledge of Self	12	65	3	14	0	6	100%
Education and Training	43	29	7	20	0	0	100%
Jobs and Employment	38	37	10	12	<1	3	100%
Social Responsibility	10	61	13	13	0	3	100%
Leisure	33	38	10	18	3	0	100%
Status Assessment	16	52	10	12	7	3	100%
Options Analysis	14	48	5	13	19	1	100%
Personal Planning	16	50	9	11	12	1	100%
Goal Pursuit	4	53	6	10	26	2	100%

* Totals may vary slightly from 100% due to rounding error.

Figure 13

PER CENT DISTRIBUTION OF CODES FOR AFFECTIVE DOMAIN OBJECTIVES IN CURRICULUM AREAS ACROSS TAXONOMIC LEVELS

	AFFECTIVE DOMAIN			
	Taxonomic Levels			
CURRICULUM AREAS	I	II	III	TOTAL %
Individual Differences and Assessment	0	100	0	100%
Knowledge of Self	0	33	67	100%
Education and Training	0	0	0	-
Jobs and Employment	14	80	6	100%
Social Responsibility	0	48	52	100%
Leisure	0	0	100	100%
Status Assessment	0	50	50	100%
Options Analysis	0	100	0	100%
Personal Planning	0	33	67	100%
Goal Pursuit	0	57	43	100%

Figure 14

PER CENT DISTRIBUTION OF ALL OBJECTIVES CODES BY DOMAIN AND TAXONOMIC LEVEL

COGNITIVE							AFFECTIVE				ACTIVITY
Total	I	II	III	IV	V	VI	Total	I	II	III	Total
91	25	40	8	12	3	3	6	<1	4	1	3

Figure 15

PER CENT DISTRIBUTION* OF CODES FOR OBJECTIVES IN EACH CURRICULUM AREA ACROSS DOMAINS

	DOMAINS			
CURRIÇULUM AREAS	Cognitive	Affective	Activity	TOTAL %
Individual Differences and Assessment	99	1	0	100%
Knowledge of Self	97	3	0	100%
Education and Training	100	0	0	100%
Jobs and Employment	89	6	6	100%
Social Responsibility	83	16	<1	100%
Leisure	93	7	0	100%
Status Assessment	98	2	0	100%
Options Analysis	95	5	0	100%
Personal Planning	95	4	1	100%
Goal Pursuit	88	12	0	100%

* Totals may vary slightly from 100% due to rounding error.

PART II

INSTRUCTIONAL OBJECTIVES

PART II

INSTRUCTIONAL OBJECTIVES

This section constitutes the main body of this report. It contains the 1981 instructional objectives of the curriculum arranged according to the topics and concepts they are intended to promote. They are presented by curriculum area.

Development, Review, and Evaluation of Objectives

The objectives were developed by a cadre of master teachers selected from a pool of teacher volunteers by school district supervisors. The teachers in this cadre were relieved of their classroom duties for a period of one month each to participate in curriculum development. Teachers began their curriculum development activities by participating in a workshop on career education, curriculum design, and the specification of behavioral objectives. After the workshop, the teachers joined project staff on a full-time basis for the initial drafting of the pool of instructional objectives.

The development of objectives was monitored closely by project staff, reviewed by responsible curriculum personnel for the respective school districts, and then reviewed, edited, and modified as necessary by project staff to achieve appropriate balance. These objectives were then submitted for review, in all or in part, by four different panels of consultants.

Objectives dealing with occupational information were reviewed by three different external panels. First, the objectives were reviewed by a panel of consultants from business and industry who had broad perspectives of occupations comprising various career cluster families. Subsequently, those occupations which have large numbers of estimated annual openings and which also vary in training and entrance requirements were reviewed by people actually practicing the occupations. Finally, the revised objectives were reviewed by curriculum experts and administrative staff in the participating school districts.

The objectives pertaining to knowledge of self, goal formulation, and planning and decision-making were reviewed by two different panels. These objectives received the same school panel reviews as did the occupational information objectives. However, in lieu of review by career cluster experts and occupational practitioners, the objectives were reviewed by a panel of specialists in child development, educational psychology, and guidance and counseling.

The names and titles of the individuals serving on the various review panels are presented in Figure 16. The critical efforts of these individuals have contributed greatly to the quality of the objectives contained in the following section. Their comments have been appreciated, and, as much as possible, their suggestions have been incorporated into the revised versions of the objectives.

The objectives presented in the following section, then, represent the result of this development, evaluation, revision, and refinement process. All of the objectives pertaining to a given concept, or occupation, are presented on the same page. Each set of objectives is also cross indexed to its appropriate curriculum topic and area, or in the case of occupations, to their appropriate career clusters and areas.

Following the statement of each objective, a taxonomic code indicator in the form of a capital letter-roman numeral combination indicates the classification of the objective. The letters for the cognitive (knowledge), affective, and activity domains are K and Aff. and Act. respectively. The roman numeral denotes the taxonomic level of the objective, as described on pages 16 to 20.

Figure 16

AD HOC CURRICULUM REVIEW TEAM

Group 1

Mary Lou Baldra	Executive Director Palo Alto Educators Association National Educational Association
Kirke Comstock	Mayor, City of Palo Alto and Manager, Aircraft Engineering, United Air Lines
Carl Fisher	Chairman, Business Division Foothill College
Harry A. Harrison, Jr.	President, Harrison Construction Co. Member, California Advisory Council on Vocational Education
Edward Hastings	Executive Director American Conservatory Theater
Jim Haynes	Manager Economic Education Department Greater San Francisco Chamber of Commerce
Garth Hull	Educational Programs Officer Ames Research Center National Aeronautics and Space Administration
Edmond Mantani	Assistant Director Career Placement Center Stanford University
Betty Schallenberger	Executive Secretary Woman's Auxiliary to California Medical Association and Coordinator, Health Manpower Program

Figure 16 (continued)

AD HOC CURRICULUM REVIEW TEAM

Group 2

Lorraine S. Hansen	Department of Counseling and Student Personnel Psychology University of Minnesota
Nadine Lambert	School of Education University of California at Berkeley
Gene Medinnus	Department of Psychology California State University, San Jose
John Michaelis	School of Education University of California at Berkeley
Glenn Ohlson	Department of Special Education California State University, San Francisco
Joan S. Suppes	Psychology Department California State University, Hayward

Group 3

Mary Covello	Principal Braly Elementary School Santa Clara Unified School District
Carl Glissmeyer	Principal George Mayne Elementary School (Alviso) (Title I school) Santa Clara Unified School District
Robert F. Haller	Business Education Teacher Aptos High School Pajaro Valley Unified School District
Bill Larsen	Elementary Counselor Santa Clara Unified School District
David L. Peterman	Vocational Counselor Aptos High School Pajaro Volley Unified School District
Deborah Purvis	Home Economics Teacher Harbor High School Santa Cruz City Schools

Figure 16 (continued)

AD HOC CURRICULUM REVIEW TEAM

Special appreciation is also due the following individuals for their critical comments on selected portions of the occupational information objectives.

Ardys Bloomquist	Computer Operator
John Claudy	Computer Programmer
Gary Errecalde	Hair Stylist
Jean Ewings	Assembly Line Manufacturing
Harlin Halstead	Park Ranger
Hampton Hoge	Service Station Manager
Dennis Horton	Printshop Pressman
Velma G. Horton	Telephone Operator
Mary Kennedy	Waitress
Dorothy Lechuga	Bookkeeper
Dorothy McBride	Housekeeping Service
Laura C. Newmark	Librarian
Leo E. Peart	Municipal Police Department
Elmer Poppen	Mailman
Janet B. Sablinsky	Secretary
Catherine C. Ward	Restaurant Manager

Strand I: Self Understanding and Appreciation

Individual Differences and Assessment

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
PEOPLE DIFFER	DIFFERENCES IN PHYSICAL SKILLS

- Give three examples of physical skills (e.g., running, walking, jumping, playing ball). (K-II)

- List three physical skills of younger and older brothers, sisters, or friends. (K-I)

- Tell how younger and older children you know differ in physical skills (e.g., baby still crawls, but older child walks and runs). (K-IV)

- Describe one or more ways in which children of the same age might differ in ability to exhibit the same skill (e.g., one boy is stronger than another; one girl can ride a bike better than another). (K-II)

- Give one reason why younger children and older children might not have the same physical skills (e.g., a baby is not yet strong enough to walk; an older child has matured enough to have the coordination to play ball). (K-II)

- Give one reason why people of the same age can differ in physical skills (e.g., one person may have quicker reflexes than another and therefore may be better at games requiring quickness). (K-II)

- Explain how physical handicaps can affect individuals' development of physical skills. (K-II)

- Give an example of one physical skill you are good at, and one which you do less well (e.g., can run very fast, but can't climb trees very well). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
PEOPLE DIFFER	DIFFERENCES IN INTERESTS AND ATTITUDES

- List three things you are interested in (e.g., reading, hiking, doing well in school). (K-I)

- Describe three attitudes of yours (i.e., things you like, dislike, believe in, etc.). (K-II)

- Compare your interests with those of someone you know who is your own age and sex. (K-IV)

- Compare your interests with those of someone you know who is your own age but the opposite sex. (K-IV)

- Describe a specific attitude of someone you know and compare it with your own attitude toward the same issue or situation. (K-IV)

- Compare your interests with those of a younger brother or sister or friend. (K-IV)

- Discuss reasons why people have similar or different interests and attitudes (e.g., a child who has never had pets may have different attitudes about animals than would a child who has always had a pet; a child who grew up on a farm or ranch may have different interests than a child who grew up in a big city). (K-IV)

- Given several examples of people with differing interests and attitudes, identify three reasons to account for the differences (e.g., age, sex, background, skills, etc.). (K-V)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

PEOPLE DIFFER

Concept:

DIFFERENCES IN SOCIAL SKILLS

- Give two examples of social skills (e.g., being polite to people, getting along with people, being friendly, talking easily with others). (K-II)
- Give an example of a situation in which you have seen someone show good social skills (e.g., welcoming a new child to the neighborhood; avoiding a fight by calming antagonists). (K-II)
- Give an example of a situation in which you have seen someone show poor social skills (e.g., being rude to another; picking a fight with another child). (K-II)
- Recall or imagine a situation in which you yourself showed good social skills, and contrast it with how a younger brother, sister, or friend might have reacted in the same situation. (K-IV)
- Recall or imagine a situation in which you yourself showed poor social skills, and contrast it with how an older brother, sister, or friend might have reacted in the same situation. (K-IV)
- Explain how age and experience may affect people's social skills (e.g., a younger child may not excuse himself after running into an adult, an adult may find it easier than does a child to talk with new people). (K-II)
- Describe how showing, or failing to show, social skills may affect the people involved by 1) explaining how you felt when someone was rude to you, and 2) explaining how you feel about yourself when you are nice to someone. (K-II)
- Given a specific interpersonal situation (e.g., an argument between two children), compare and contrast the ways different students perceive the situation. (K-IV)
- Given a specific interpersonal situation (e.g., parent scolding child), compare and contrast the ways adults and children might perceive the situation. (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
PEOPLE DIFFER	DIFFERENCES IN VALUES

- Give three examples of values (e.g., honesty, persistence, doing well in activities, being friendly and having friends). (K-II)
- Compare the values which are important to you now with those that were important to you when you were younger, and discuss any changes in your values that have occurred. (K-IV)
- Compare and discuss different values held by your classmates. (K-IV)
- Give an example of how a person's values may be shaped by his background and experiences (e.g., a person whose family was poor might place a higher value on having financial security). (K-II)
- Describe three factors that may affect the values a person holds (e.g., social customs and expectations, family and peer influence, personal experiences, etc.). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

PEOPLE DIFFER

Concept:

DIFFERENCES IN ACADEMIC SKILLS

- Give examples of academic skills (e.g., reading, doing mathematical calculations, organizing facts to write an essay). (K-II)
- Discuss three examples where two people may have similar academic skills in one area but different skills in another area (e.g., two people may both read very well, but only one of them is good in arithmetic). (K-II)
- Compare your skill in reading, arithmetic, and writing when you were in the first grade with your current skills in these areas and describe how they have changed. (K-IV)
- Give one reason why your skills are different now than they were when you first began school (e.g., increased practice, experience, etc.). (K-II)
- Explain why one child who works very hard might achieve academic success similar to that of another child who does not work as hard. (K-II)
- Explain how out-of-school experiences can affect academic skills (e.g., child with paper route may develop greater mathemetical skill, child from home where there are many books and magazines may develop greater reading skills, etc.). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic: PEOPLE DIFFER

Concept: DIFFERENCES IN INTERPERSONAL SKILLS

- Give two examples of interpersonal skills (e.g., being sensitive to others' needs, listening well, being considerate, exhibiting leadership, etc.). (K-II)

- Given two reasons why people's interpersonal skills differ (e.g., differences in training, in experience, etc.). (K-II)

- Identify two situations in which people you know have demonstrated differences in interpersonal skills and describe how those skills are different. (K-IV)

- Compare and contrast the interpersonal skills of people your age, people younger than you, and people older than you. (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

PEOPLE DIFFER

Concept:

DIFFERENCES IN EMOTIONAL REACTIONS

- Give two examples of emotional reactions (e.g., amusement, sorrow, anger, annoyance, affection, etc.). (K-II)
- Given an example of an interpersonal situation, describe the emotional reactions of the participants. (K-II)
- Explain why, in a given situation, not all the people involved react the same way (e.g., when two children are scolded, the younger might cry, while an older child might become angry or be indifferent). (K-II)
- Explain how people can express a given emotion differently (e.g., upon receiving a present, one child might respond with a hug, another with a shriek, another with a quiet "thank you"). (K-II)
- Explain why a person's observable reaction in an emotional situation may differ from how he or she is feeling inside. (K-II)
- Compare and contrast the emotional reactions of 1) children and adults, and 2) men and women. (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
PEOPLE DIFFER	DIFFERENCES IN PERSONAL GOALS

- Give examples of possible personal goals (e.g., to finish high school, to learn a trade, to go to college, to get married). (K-II)
- Explain how differences in each of the following might result in differences in personal goals: interests, abilities, values, experiences, and peer and family influences. (K-II)
- Describe how people's personal goals may change over time (e.g., become more specific, change to reflect a different value system, etc.). (K-II)
- Compare and contrast your goals with those of two other students. (K-IV)
- Analyze the nature of differences in personal goals between 1) children and adults and 2) men and women. (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

PEOPLE DIFFER

Concept:

REASONS FOR AND
PATTERNS OF DIFFERENCES

- Identify three factors contributing to differences among individuals (e.g., experiences, education, environment, interests, abilities, etc.). (K-I)

- Explain the differences between the heredity-based and experience-based explanations of individual differences. (K-II)

- Assess the relative influences of heredity and experience on a particular area of individual differences (e.g., differences in academic performance, differences in appearance, differences in psychomotor skills, differences in interests). (K-VI)

- Given a specific instance of differences between two people, analyze the differences and identify probable reasons for those differences. (K-IV)

- Compare and contrast the nature of differences among 1) males and females and 2) young children, teenagers, and adults. (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
MODIFIABILITY OF CHARACTERISTICS	DEVELOPMENTAL/ BIOLOGICAL CHANGES

- Compare and contrast the physical skills of children three, six, and nine years old. (K-IV)
- Explain how people develop greater physical skills as they grow older (e.g., muscles develop, coordination improves, etc.). (K-II)
- Describe two specific examples of how your physical abilities have changed over time (e.g., can run faster, print or write more neatly, ride a bicycle, etc.). (K-II)
- Identify two physical skills you expect to develop further as you grow older (e.g., play a musical instrument). (K-I)
- Explain how development of physical abilities can affect interests (e.g., as a person becomes more coordinated and skilled in games he may develop interests in certain sports). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

MODIFIABILITY OF CHARACTERISTICS

Concept:

CHANGES RESULTING
FROM EXPERIENCES

- Give an example of how a specific experience (e.g., a visit to a museum) can affect a person's interests. (K-II)
- Identify three general kinds of experiences (e.g., visits to new places, school/classroom activities, training in specific skills, meeting new people, etc.) that may result in changes in particular individual characteristics. (K-I)
- Describe how practice influences the development of skills or interests and give two examples (e.g., practice in talking with people improves conversational skills, practice in clay modeling may improve skill and result in greater interest). (K-II)
- Explain how experiences you have in school can help you develop academic skills (e.g., reading books improves reading and builds vocabulary). (K-II)
- Compare the range of your interests with those of a friend and relate the outcomes to the different experiences you and your friend have had. (K-IV)
- Compare your current interests with those you had two years ago and identify specific experiences that might account for any changes. (K-IV)
- Give an example of how experiences can affect a person's values (e.g., being treated unfairly may result in placing high value on fair play). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
MODIFIABILITY OF CHARACTERISTICS	CHANGES RESULTING FROM CONSCIOUS EFFORT

- Give an example of a physical skill (e.g., riding a bike, throwing a ball, swimming) which you learned through your own conscious effort. (K-II)

- Give two examples of well-known people who have changed physical weaknesses to strengths through their own efforts (e.g., Helen Keller), and explain how they accomplished these changes. (K-II)

- Describe how a person can go about developing a skill (e.g., set aside time to train; practice; keep trying). (K-II)

- Give one reason why some people may work harder than others to change or develop specific physical or cognitive skills (e.g., they may have interests or goals which require specific physical or cognitive skills). (K-II)

- Give an example of some social skill which you have acquired or improved through your own efforts (e.g., getting along better with people, speaking clearly, being more polite, etc.). (K-II)

- Give one reason why a person may want to change or acquire specific social skills (e.g., to be more comfortable with strangers, to make friends, etc.). (K-II)

- Identify three characteristics that can be developed through an individual's efforts (e.g., physical skills, academic skills, social skills). (K-I)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

MODIFIABILITY OF CHARACTERISTICS

Concept:

MODIFICATION/DEVELOPMENT
OF ACADEMIC ABILITIES

- Given a specific academic skill to be developed, describe how a person might develop that skill (e.g., for better spelling -- noting words commonly misspelled and studying them, looking up words whose definition is uncertain, etc.). (K-II)
- Describe two factors which influence the development of academic skills (e.g., training and opportunities for practice). (K-II)
- Given a person who through his own efforts, has developed his academic skills (e.g., Abraham Lincoln), describe how he accomplished this. (K-II)
- Give two reasons why a person might want to develop a particular academic ability (e.g., personal interest, necessary for a specific goal). (K-II)
- Assess the relative influences of growth, experience, and conscious action on the development of academic abilities. (K-VI)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
MODIFIABILITY OF CHARACTERISTICS	RELATIVE MODIFIABILITY OF CHARACTERISTICS

- Compare and contrast the ease or difficulty you have encountered in acquiring or developing a specific physical, academic, and social skill. (K-IV)

- Based on your experiences in developing or modifying specific characteristics, identify three factors which influence the modifiability of characteristics (e.g., the complexity of the skill(s) involved, the necessity for resources/facilities/assistance, the degree of personal commitment to the task, the age at which effort is initiated, etc.). (K-V)

- Discuss the ease with which a specific characteristic can be changed and describe what would be required to accomplish this change. (K-II)

- Explain the effects of each of the following on the ease with which a characteristic can be modified: the degree of personal commitment and the age at which one begins. (K-III)

- Explain why one can set out to acquire or pursue an interest but that the development of an interest is a function of experience and attitudes (e.g., as you spend more time at an activity you will become more proficient, but you may or may not like it more). (K-II)

- Given a characteristic which you have developed, identify the reason(s) why you were successful. (K-IV)

- Given a characteristic which you have attempted to develop but have been unsuccessful in doing so, identify the reason(s) why you were not succcessful. (K-IV)

- Assess the degree to which a given characteristic can be changed. (K-VI)

- Assess the relative ease of modifying physical skills, academic skills, social skills, and interests. (K-VI)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

MODIFIABILITY OF CHARACTERISTICS

Concept:

MODIFICATION OF
INTERPERSONAL SKILLS

- Describe two factors that influence the modifiability of interpersonal skills (e.g., opportunity to practice the skills, degree of importance attached to the skills, etc.). (K-II)

- Explain why feedback is important in the modification of interpersonal skills (e.g., information on how a person is perceived by others -- feedback -- is necessary to determine the effectiveness of one's interpersonal skills). (K-II)

- Describe two situations in which it is important to have good interpersonal skills (e.g., on the job, in relations with friends, in the family). (K-II)

- Describe how a person might go about modifying a particular social skill (e.g., identify the skill to develop, observe others' skill in that area, practice the skill, obtain feedback on the degree of one's skill). (K-II)

- Assess the degree to which development, experience, and conscious effort contribute to modifying a person's interpersonal skills. (K-VI)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
MODIFIABILITY OF CHARACTERISTICS	CHANGES IN EMOTIONAL REACTIVITY

- Describe how people's emotional reactions usually change as they grow older (e.g., more controlled, less extreme). (K-II)

- Compare and contrast the kinds of events or situations which precipitated emotional reactions when you were young and now. (K-IV)

- Assess the degree to which development, experience, and conscious effort contribute to the modification of emotional reactions. (K-VI)

- Explain why some degree of control over emotional reactions is usually necessary in one's career (e.g., lawyers are required to control their tempers in court, doctors need to remain calm in life and death crises, structural steel workers, for their own safety, cannot panic when at great heights). (K-II)

- Given a particular way in which a person's emotional reactivity has changed, identify factors contributing to that change (e.g., continued exposure to an unpleasant circumstance may produce an "emotional dullness"). (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

ASSESSMENT OF INDIVIDUAL
CHARACTERISTICS

Concept:

ASSESSMENT OF
PHYSICAL SKILLS

- Compare and contrast the following ways you can assess a person's physical abilities: by direct observation, by report of another observer, by self-report from the person. (K-IV)

- Describe three occasions in which a person's physical abilities can be observed (e.g., playing games, sports activities, contests, etc.). (K-II)

- Describe three different ways of analyzing a person's physical skills (e.g., in comparison with his or her other skills, in comparison with other people's skills, on an objective scale). (K-II)

- Describe two ways you can measure your own physical skills (e.g., throwing a ball -- see how far you throw it, see whether you can throw it as far as another student). (K-II)

- Observe a person playing a game, describe one physical activity that person does well, and explain how you identified that skill. (K-III)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic: ASSESSMENT OF INDIVIDUAL CHARACTERISTICS

Concept: RELIABILITY OF MEASURES

- Give an example of an activity or game in which you did well on one occasion but did less well on another occasion. (K-II)
- Compare the different levels of performance (e.g., in spelling, in playing a game) of the same children on different days. (K-IV)
- Give one possible reason why children perform an activity or skill differently at different times (e.g., being tired, excited, etc.). (K-II)
- Assess the usefulness of a single observation of a person's skill (e.g., likely to give a general indication, but unreliable as performance may vary from day to day). (K-VI)
- Explain how an observation can be "unreliable" (e.g., things look different from different positions, things look different to different people). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

ASSESSMENT OF INDIVIDUAL
CHARACTERISTICS

Concept:

ASSESSMENT OF INTERESTS

- Explain how one may infer incorrectly a person's interests from observing his behavior (e.g., he may do well in an activity but not enjoy it; he may engage in an activity because his friends are doing it, not because of his own interest). (K-II)

- Describe two ways of identifying a person's interest (e.g., based on what he does, and on what he says he likes). (K-II)

- Describe two interests of another person and explain how you could tell he had those interests. (K-II)

- Assess the relative merits of identifying a person's interests based on what he says versus what he does. (K-VI)

- Describe the reasons why a friend sees you as having a special interest. (K-II)

- Explain the difference between determining a person's interests from activities he does well and activities he spends a great deal of time on. (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept**
ASSESSMENT OF INDIVIDUAL CHARACTERISTICS	ASSESSMENT OF ATTITUDES AND VALUES

- List two means of identifying a person's attitudes or values (e.g., self-report, observation of behavior). (K-I)

- Give one example of how people with similar attitudes and values can express them differently (e.g., one person concerned with helping others might tutor children while another might contribute money to a day-care center). (K-II)

- Give an example of how people with different attitudes and values may express them in a similar way (e.g., one person in a Scout troop may think Scouts accomplish worthwhile things while another may do it because he likes meeting people). (K-II)

- Discuss whether or not a person can really have values which conflict with his actions (e.g., believing in protecting animals but also being an avid hunter). (Aff.-II)

- Describe a particular attitude or value of someone you know and explain how you identified it. (K-III)

- Compare and contrast the value of self-report and behavioral observation in identifying a person's values. (K-IV) (Aff.-II)

- Given a specific situation (e.g., a person's reaction to another's cheating), identify the attitude(s) and value(s) exhibited. (K-IV)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

ASSESSMENT OF INDIVIDUAL CHARACTERISTICS

Concept:

ASSESSMENT OF ACADEMIC SKILLS AND ACHIEVEMENT

- Describe three ways you can tell if a person does well in school (e.g., gets good grades, knows answers when called upon, knows answers on tests). (K-II)
- Explain how a test can give an incorrect picture of a person's skill (e.g., a person doesn't do well because he is nervous, didn't feel well, was worried about something else). (K-II)
- Explain how classroom behavior can give an incorrect picture of a person's academic skills (e.g., a child who never answers in class may know the information but is too shy to respond). (K-II)
- Give an example of a situation outside of school from which a person's level of academic skill can be assessed (e.g., keeping accurate accounts for a paper route). (K-II)
- Explain two purposes of classroom tests (e.g., to determine how much you learned from a particular lesson or set of lessons, to assess the general level of skills developed). (K-II)
- Explain how different measures can together provide a better picture of a person's academic skills than can a single type of measure. (K-II)
- Explain the difference between classroom tests (e.g., to measure classroom learning) and standardized or school tests (e.g., to measure general academic skills). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF INDIVIDUAL CHARACTERISTICS	INTERPRETATION OF SIMPLE TEST RESULTS

- Given an example of a person who got a perfect score on an arithmetic test, discuss whether this means that the person knows all about arithmetic, or that he probably knows all the things asked on the test. (K-II)

- Explain how a perfect score on a test doesn't always mean that a person knows the correct answer to all the questions (e.g., there might be another explanation for the score, such as guessing, teacher error in correcting the test, cheating). (K-II)

- Describe the implications of a specific set of test results (e.g., may indicate whether a student should review the material again or go on to a new subject). (K-III)

- Given a specific set of test scores, explain what they mean in terms of the student's mastery of the subject (e.g., he knew all the material tested, knew parts of the material, etc.). (K-II)

- Identify two uses of test results (e.g., to identify areas of strength, to identify skills needing development, to indicate growth or development of skills). (K-I)

- Given a specific set of test scores from tests taken over a period of time, describe the student's progress in developing the skills tested. (K-V)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:

ASSESSMENT OF INDIVIDUAL
CHARACTERISTICS

Concept:

VALIDITY OF MEASURES

- Explain why a test of mathematical skills might not be a good measure of whether a person reads well. (K-II)

- Give two possible explanations why a person who did poorly on a test of mathematical skills is a successful salesclerk who makes change accurately (e.g., the person's interests or motivations in the two situations were different; the test didn't measure arithmetic skills essential for a salesclerk's job; the person didn't feel well when he took the test). (K-II)

- Assess the validity of a particular basis for a conclusion about an individual's interests or attitudes (e.g., interest in sports because of attendance at sports events). (K-VI)

- Explain what is meant by "validity" of measures (i.e., the degree to which a measure actually measures what it is supposed to). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF INDIVIDUAL CHARACTERISTICS	PURPOSES AND LIMITATIONS OF ASSESSMENT

- Give two reasons why assessment of an individual's characteristics is useful (e.g., to inform the individual of his characteristics, to inform others of his characteristics). (K-II)

- Compare and contrast the results of an interest inventory with your own perception of your interests and discuss the limitations of tests as a means of assessing interests (e.g., they identify only those interests covered in the test). (K-V)

- Describe two possible risks in inferring a person's interests or attitudes from an observation of a single incident (e.g., the behavior observed may be atypical, the inference may be biased by the observer's interests or attitudes, etc.). (K-II)

- Explain why a single measure is not a sufficient basis for a conclusion about an individual's characteristics (e.g., may be unreliable or invalid). (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF INDIVIDUAL CHARACTERISTICS	METHODS OF ASSESSMENT

- Describe the kinds of characteristics that can be assessed through observation (e.g., physical skills, interests, attitudes). (K-II)

- Explain how interests may be assessed by "tests," or interests inventories. (K-II)

- Identify three characteristics that can be assessed through introspection or self analysis (e.g., interests, values, attitudes, emotional reactions). (K-I)

- Define the terms: inventory, test battery, subjective measure, objective measure, check-list, observation scale. (K-II)

INDIVIDUAL DIFFERENCES AND ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF INDIVIDUAL CHARACTERISTICS	TECHNICAL CONCEPTS USEFUL IN UNDERSTANDING TESTS AND TEST RESULTS

- Describe what a "norm" is and how a "norm-based" test score should be interpreted. (K-II)

- Interpret the meaning of a test result expressed in the following terms: grade-level equivalent, standard score, percentile. (K-III)

- Explain what is meant by the term "average performance" with regard to a) an individual and b) a group. (K-II)

- Explain why a single score should not be interpreted as an exact indicator of a person's skill (e.g., inaccuracies of measurement, unreliability of performance, etc.). (K-II)

- Explain why it is unlikely that an accurate measure of a person's skill can be obtained by a single measure (e.g., inconsistency of performance, unreliability of measure). (K-II)

Knowledge of Self

KNOWLEDGE OF SELF

Topic:

IMPLICATIONS OF
KNOWLEDGE OF SELF

Concept:

BUILDING SELF-CONFIDENCE

- Describe how you feel when you know that you have done something well. (K-II) (Aff.-III)

- Describe how knowing what you can and can't do well affects your attitudes and behavior (e.g., increased enjoyment in things you can do well, increased effort to improve skills you can't do well). (K-II)

- Explain how successfully doing something new increases your self-confidence (e.g., as you succeed at new activities you will be more likely to try additional activities). (K-II)

- Describe how you feel when you are-able to improve your performance of a particular skill. (K-II) (Aff.-III)

KNOWLEDGE OF SELF

Topic:

IMPLICATIONS OF
KNOWLEDGE OF SELF

Concept:

EXPANDING SELF AWARENESS

- Describe what accomplishing an unknown and difficult task shows you about yourself that you didn't know before (e.g., that you have more ability than you thought; that you like something better than you thought). (K-II)

- Explain how acquiring information about your skills and interests affects your attitudes and behavior (e.g., you may feel better about yourself if you know there are specific things you like and/or do well). (K-II)

- Describe one advantage of being aware of your skills and interests (e.g., develop a better idea of the kind of person you are, identify areas requiring development or modification, etc.). (K-II)

- Describe two different ways you can expand your awareness of yourself (e.g., self-analysis of interests and behaviors, feedback from others). (K-II)

KNOWLEDGE OF SELF

Topic:

IMPLICATIONS OF
KNOWLEDGE OF SELF

Concept:

FORMULATING IDENTITY/
SELF CONCEPT

- Explain how each of the following contributes to a person's concept of who he is: things you like about yourself; things you don't like about yourself; things you feel you can accomplish, that you are good at; and things you don't feel you can accomplish, that you are not good at. (K-II)

- Explain how the attitudes of others (friends, family, etc.) can affect a person's concept of himself (e.g., if they value a particular skill, he might think more of himself if he possesses that skill). (K-II)

- Explain how feedback about a person's characteristics influences his self concept (e.g., if he knows he has well-developed social skills, he may think of himself as a "social" or outgoing person). (K-II)

- Discuss whether or not "a person is what he does" (e.g., whether a person's "identity" is a function of his behaviors alone, or also influenced by attitudes or values not exhibited in his behaviors). (K-III)

- Assess the relative importance of what you know about your physical characteristics, your abilities, your interests, your social skills, and your values in forming your concept of yourself. (K-VI)

KNOWLEDGE OF SELF

Topic:

IMPLICATIONS OF
KNOWLEDGE OF SELF

Concept:

IDENTIFYING AREAS
FOR DEVELOPMENT

- Give an example of a skill (physical, academic, or social) which you want or have wanted to develop and describe what information made you decide to develop that skill (e.g., knowing you could do better, knowing others could do better, knowing others expected you to do better, etc.). (K-II)

- Explain how information about your skills and abilities can assist you in developing your skills (e.g., establish standards for skills to be developed). (K-II)

- List two factors a person should consider in deciding whether or not to develop skills in a specific area (e.g., reliability of information obtained, degree of importance of skill). (K-I)

- Explain how a person's goals, values, and interests influence decisions about areas of skill to be developed (e.g., more likely to want to develop skills related to a specific goal, interest, or value). (K-II)

KNOWLEDGE OF SELF

Topic:

IMPLICATIONS OF
KNOWLEDGE OF SELF

Concept:

FACILITATING PERSONALIZED
PLANNING AND DECISION-MAKING

- Give an example of how a person's knowledge of his skills and interests can influence his planning for the future (e.g., it allows him to identify possible career options which will be compatible with his interests, skills, etc.). (K-II)

- Give an example of how a person's awareness of his values and attitudes can influence his planning for the future (e.g., it allows him to evaluate possible career options as to their likelihood of being personally satisfying or meaningful). (K-II)

- Describe one advantage of an empirical approach to planning based on knowledge of personal characteristics.(e.g., it allows people to develop and pursue career options that are appropriate for their unique combinations of interests, skills, etc.). (K-II) (Aff.-II)

- Explain why knowledge of one's self is necessary for one to effectively manage his life (e.g., he must know what his strengths and needs are in order to capitalize on the former and meet the latter). (K-II)

KNOWLEDGE OF SELF

Topic:

IMPLICATIONS OF
KNOWLEDGE OF SELF

Concept

MAXIMIZING CHANCES
OF SUCCESS OF PLANS

- Give an example of how knowledge of one's personal characteristics can help him attain his goals (e.g., help him to identify specific skills he needs to develop in order to attain the goal). (K-II)

- Identify two factors, other than compatibility with skills, that influence a person's success in carrying out his plans (e.g., implications for life style, whether it requires a great deal of work, strength of interest and consistency of interest in the area). (K-I)

- Explain why a person can only maximize his chances of success, rather than guarantee his success, in carrying out his plans (e.g., careful consideration of personal characteristics allows a person to decide what he will most likely be satisfied with, but it is impossible to know for sure until he tries it, due to changes in interests, difficulty of skills to be required, competing values, etc.). (K-II)

- Give an example of how a person's plans can be made more realistic through considering his personal characteristics (e.g., being a medical technologist rather than a nurse because of a dislike of being around people who are ill). (K-II)

KNOWLEDGE OF SELF

Topic: SOURCES OF INFORMATION

Concept: PEOPLE'S ACTIVITIES

- Describe three situations in which people's activities (e.g., in class, at play, at work) provide information about their characteristics. (K-II)
- Identify two characteristics (e.g., physical skills, emotions, attitudes) that can be inferred from people's activities. (K-I)
- Explain why observation of activities may not always provide accurate information about a person's skills or interests (e.g., a person may not like an activity even if he spends a lot of time at it). (K-II)
- Give a specific example of something you learned about a person from observing that person's activities (e.g., that a person liked animals because he spent a lot of time playing with them). (K-II)
- Evaluate the usefulness of observing people's activities as a source of information by comparing your conclusions about a person's feelings or interests, based on his activities, with his own perceptions of his feelings or interests. (K-VI)
- Describe two specific situations in which a person obtains information about another person based on observing that person's activities (e.g., a teacher determining how well a student gets along with other students, an employer seeing how well his employees are performing their jobs, etc.). (K-II)

KNOWLEDGE OF SELF

Topic:	**Concept:**
SOURCES OF INFORMATION	OPINIONS OF SELF AND OTHERS

- Explain how another's opinion about you -- your skills, interests, etc. -- provides information to you about yourself (e.g., other people may notice something that you do well which you hadn't thought of). (K-II)

- Explain why there may be discrepancies between your perception of your interests and abilities and another's perception of them (e.g., other people see only a few sides of you, so their impressions will be biased by what they saw). (K-II)

- Explain how your own opinions and attitudes can tell you something about yourself (e.g., knowing what kinds of things you like or dislike gives you information about your interests). (K-II)

KNOWLEDGE OF SELF

Topic:

SOURCES OF INFORMATION

Concept:

SELF-EXPLORATION

- Identify two kinds of information you can obtain about yourself through self-exploration (e.g., interests, skills, values, personal satisfactions). (K-I)

- Give a specific example of a time when you carefully examined and analyzed yourself in order to determine what you thought or how you felt about something. (K-II)

- Identify two things to consider in introspective self-exploration (e.g., your behavior in specific situations, and how you felt in those situations). (K-I)

- Explain why it is useful to check out your opinions about yourself (e.g., to see if opinions are justified in the eyes of others, by actions, etc.). (K-II)

- Describe one method of self-exploration other than introspection (e.g., attempting to do a task, or pursue an interest, etc., to see if you really can do it, or really do like to do it). (K-II)

KNOWLEDGE OF SELF

Topic: SOURCES OF INFORMATION

Concept: ACADEMIC TESTS

- Identify two different kinds of tests that you take in school (e.g., tests on lessons, standardized "ability" or "achievement" tests). (K-I)
- Compare and contrast "lesson tests" and standardized tests in terms of what they cover, why they are taken, and what they are used for. (K-IV)
- Explain what kind of information is conveyed from a "lesson test" (e.g., it tells you how much you learned from a particular lesson and it identifies areas in which you need to review the material further). (K-II)
- Explain what kind of information is obtained from a standardized test (e.g., it tells you how much you have learned in certain areas, or how well you can perform certain skills, compared to other students). (K-II)
- Identify three skills that might be measured on a standardized test (e.g., reading comprehension, vocabulary, arithmetic computation, mechanical reasoning, etc.). (K-I)
- Given a specific skill or area in which you are interested in assessing your ability, identify a test that would be an appropriate source of information. (K-III)

KNOWLEDGE OF SELF

Topic:

SOURCES OF INFORMATION

Concept:

GUIDANCE TESTS AND RECORDS

- Give three examples of specific guidance tests that are available to you (e.g., Strong, Kuder, or Holland Interest inventories, values assessment instruments, etc.). (K-II)
- Identify the kinds of characteristics that can be measured by guidance tests (e.g., interests, abilities, values, etc.). (K-I)
- Explain what you would have to do to take guidance tests (e.g., see a counselor, make special arrangements, etc.). (K-II)
- Given a specific guidance test, describe the kind of information it would give you (e.g., for the Strong Vocational Interest Blank, you would learn how your interests compared to those of people in specific occupations). (K-II)
- Identify two other materials contained in guidance records which can provide information about your characteristics (e.g., records of previous standardized tests, information on activities engaged in, observations of teachers and/or counselors, etc.). (K-I)
- Describe two kinds of information that guidance records can provide regarding your characteristics (e.g., observations and reactions of others, test data, etc.). (K-II)
- Given a specific type of information -- career-related interests, values, etc. -- that you would like to get about yourself, identify an appropriate guidance test or other source of information. (K-III)

KNOWLEDGE OF SELF

Topic:

SOURCES OF INFORMATION

Concept:

FEEDBACK FROM OTHERS

- Identify two methods of obtaining feedback from other people (e.g., asking them directly for their reactions, participating in T-groups or encounter groups, etc.). (K-I)

- Identify three groups of people who would be in a good position to provide feedback to you (e.g., close friends, teachers, family, employers, etc.). (K-I)

- Describe two kinds of information that you can obtain from feedback from other people (e.g., your apparent attitudes and values, how you come across to people, etc.). (K-II)

- Explain why obtaining feedback from a number of people may result in conflicting information (e.g., people see different sides of you, and thus may draw different conclusions). (K-II)

- Explain why feedback obtained from others may be inconsistent with your own perceptions of your characteristics (e.g., you may not always be effective in conveying what you mean, your actions may be sending messages which you do not intend, etc.). (K-II)

- Identify and give examples of three different ways that feedback can be communicated (e.g., directly -- either in speaking or writing, indirectly -- through other people, through expressions or actions, through lack of expression or action, etc.). (K-II)

KNOWLEDGE OF SELF

Topic:

INTERPRETATION OF DATA

Concept:

RECOGNIZING EMOTIONS AND
ATTITUDES IN OTHERS

- Given a specific situation (e.g., two children arguing) describe the way each child probably feels. (K-IV)

- Given a situation in which you conclude that a person feels a particular way (e.g., happy, angry, etc.), explain what made you draw that conclusion. (K-IV)

- Describe the sorts of behaviors (including both verbal and nonverbal) that might demonstrate the following emotions: happiness, anger, loneliness, sorrow, fear (e.g., happiness -- smiling, laughing; sorrow -- crying, sitting slumped over, not talking, etc.). (K-II)

- Given a specific activity that a person does, describe the attitude indicated by his actions (e.g., picking up and throwing away litter -- concern with neatness, environmental protection). (K-II)

- Given an activity from which you conclude that a person has a specific attitude, explain what made you draw that conclusion. (K-IV)

- Describe how a person might indicate a particular attitude by his actions (e.g., importance of school -- have a good attendance record, talk favorably about school, express desire to attend school, etc.). (K-II)

KNOWLEDGE OF SELF

Topic: INTERPRETATION OF DATA

Concept: RECOGNIZING EMOTIONS AND ATTITUDES IN SELF

- Given a situation in which you and another person are interacting, describe how you feel (e.g., happy, sad, angry, etc.). (K-II)

- Identify two ways that you indicate each of the following emotions: happiness, sorrow, anger, excitement, fear (e.g., happiness -- laugh, smile: sorrow -- cry, be quiet). (K-II)

- Describe how your actions reflect a particular attitude (e.g., reading is fun -- read a lot of books, talk about what you've read, etc.). (K-II)

- Compare and contrast how you feel in a specific situation and how another person thinks you feel, based on his observations of you. (K-IV)

- Compare and contrast your attitude toward a particular subject or item with how another person thinks you think. (K-IV)

KNOWLEDGE OF SELF

Topic:

INTERPRETATION OF DATA

Concept:

APPRAISAL OF MOTOR SKILLS

- Describe three motor skills that you do well. (K-II)
- Given your performance in five different motor skills (e.g., running, jumping, throwing a ball, climbing, swinging, etc.) identify those skills which you perform best and those which you perform least well. (K-VI)
- Given a record of how well you perform different motor skills, explain what the implications of these data are (e.g., indicate possible skills to develop further). (K-II)
- Identify three different ways that information about motor skills can be interpreted (e.g., in terms of an absolute scale of performance, in comparison with your previous performance, in comparison with the performance of other students). (K-I)

KNOWLEDGE OF SELF

Topic: INTERPRETATION OF DATA

Concept: APPRAISAL OF ACADEMIC SKILLS

- Identify the subject in school which you find the easiest to do. (K-I)

- Given information on how well you do in various subjects in school, identify the subject in which you feel you do your best work. (K-II)

- Given information on how well you do in various subjects (e.g., mathematics, reading, social studies, science, art, etc.) identify those general skills (e.g., reading, mathematics, oral expression, etc.) which are involved in the subjects you do best. (K-II)

- Given information on how well you do in specific subjects and on specific skills involved in those studies, identify those skills which you think might require further development. (K-II)

KNOWLEDGE OF SELF

Topic:

INTERPRETATION OF DATA

Concept:

RECOGNIZING EFFECTS OF
BEHAVIOR ON OTHERS

- Give two examples of situations in which a specific action on your part precipitated a reciprocal action on another's part (e.g., you help a friend and he helps you). (K-II)

- Give two examples of situations in which specific actions on your part had a contagious effect on others (e.g., you are excited about something and others around you also become excited). (K-II)

- Give two examples of verbal feedback that you have received from others as a result of your actions and explain what you learned about yourself from that feedback (e.g., someone tells you that you have done a good job on a specific task, which tells you that you have developed some skill in that area). (K-II)

- Give two examples of nonverbal feedback that you have received from others as a result of your actions and explain what you learned from that feedback (e.g., someone backs away when you start talking, which tells you that you may be speaking too loudly). (K-II)

- Give a specific example of how a person might draw an incorrect conclusion about himself based on feedback from another person (e.g., someone doesn't hear what you have been saying, so you conclude that he is not interested; he may simply have something else on his mind). (K-II)

KNOWLEDGE OF SELF

Topic:

INTERPRETATION OF DATA

Concept:

ASSESSMENT OF CLASSROOM ACADEMIC PERFORMANCE

- Given a set of results from a class test on a specific learning unit, explain the meaning of the results regarding your academic skills and learning. (K-II)
- Given a set of results from a standardized (school-administered) test, explain what the results mean in terms of your specific skills. (K-II)
- Given a profile of scores on a number of different tests or test scales, identify those skill or content areas which you perform best and those which you perform less well. (K-II)
- Explain the meaning of a test score expressed in a) percentile terms, b) standard score terms, c) criterion-based terms, and d) grade-level equivalents. (K-II)
- Assess the following methods of reporting test scores in terms of their usefulness and meaningfulness in interpretation: percentiles, standard scores, criterion-based scores, and grade-level equivalents. (K-VI)
- Compare the results of a particular academic test with your own opinion of how much you know about the subject or skill tested. (K-IV)

KNOWLEDGE OF SELF

Topic:

INTERPRETATION OF DATA

Concept:

IDENTIFICATION OF
PERSONAL VALUES

- Identify four people whom you respect highly (e.g., friends, teachers, family, etc.) and identify what characteristic(s) those people have which makes you respect them (e.g., honesty in speech and actions, consideration for and sensitivity to others, etc.). (K-IV)

- Identify three events in your life that have been particularly meaningful and determine what it was about those events that made them meaningful (e.g., interaction with and learning about people of another culture, opportunity to make a contribution to a social or civic cause, etc.). (K-IV)

- Identify three aspects of your life that are important to you and which you would not want to give up (e.g., opportunities to engage in sports or outdoor activities, opportunities to be creative, etc.). (K-II)

- Describe two characteristics that you would look for in a job if you were looking for a job and identify the values reflected in those objectives (e.g., opportunity to work on your own -- independence; good salary -- financial security, etc.). (K-IV)

KNOWLEDGE OF SELF

Topic: INTERPRETATION OF DATA

Concept: ANALYSIS OF INTERESTS

- Given a list of activities that you like to engage in, identify three general interests reflected in the list (e.g., outdoor activities, art, etc.). (K-IV)

- Given a list of the five activities which you spend the most time on, identify the general interests reflected in the activities. (K-IV)

- Identify two activities which you would like to engage in (or things you would like to learn about) but which you are not presently involved in. (K-II)

- Given a list of the activities you like to do and a list of the activities you voluntarily spend time on, analyze and discuss the degree to which the lists are in agreement with one another. (K-IV)

KNOWLEDGE OF SELF

Topic: INTERPRETATION OF DATA

Concept: ANALYSIS OF EMOTIONAL BEHAVIOR

- Identify three kinds of situations that precipitate negative emotional reactions in you based on analysis of interactions with family and friends (e.g., being contradicted, being forbidden to do something you want to do, etc.). (K-IV)

- Identify three kinds of situations that precipitate positive emotional reactions in you based on an analysis of interactions with family and friends (e.g., being successful in a task or job, pleasing a friend, etc.). (K-IV)

- Describe the degree to which you exhibit or demonstrate each of the following emotions when you experience them: happiness, sympathy, excitement, anger, sorrow, frustration, affection. (K-II)

- Explain how your emotional reaction in a particular situation affected others involved in the situation (e.g., you got angry with a parent, who got angry in return; you became very excited about something, causing the people you were with to also become excited). (K-II)

KNOWLEDGE OF SELF

Topic: INTERPRETATION OF DATA

Concept: IMPLICATIONS OF TEST DATA

- Given a set of academic test results, describe the implications of those results for plans for future study (e.g., for areas where performance is less developed, additional practice and/or study would be advised). (K-II)

- Given a set of test results, describe the implications of the results for a) occupational planning, b) educational planning, and c) social and leisure pastimes (e.g., test results showing skill in mechanical reasoning might suggest a craft, trade, or engineering as a vocation). (K-II)

- Explain the implications of conflicting data regarding abilities and interests (e.g., in order to pursue a specific interest, some skill may have to be developed). (K-II)

- Given the results of an interest inventory, identify the three areas of activity of greatest interest to you. (K-II)

- Given the results of a vocationally related interest inventory, identify the occupational areas which the results suggest will be of greatest interest to you. (K-II)

- Compare the results of an interest inventory with your own perceived interests and identify areas of consonance and/or dissonance. (K-IV)

KNOWLEDGE OF SELF

Topic:	**Concept:**
INTERPRETATION OF DATA	CLARIFICATION OF VALUES

- Given a specific value, determine whether or not you feel the value is valid when applied to specific situations (e.g., given that people should not discriminate against people of other backgrounds, consider whether a private club owner has the right to discriminate in determining club membership). (K-VI)

- Given a specific value, determine whether or not you think the value would be valid if your role were different (e.g., consider how you would feel about discrimination in housing if you were a) a house-owner and b) a member of a minority group looking for a house). (K-VI)

- Given a specific personal value, determine whether or not you feel the value would be valid if applied universally (e.g., given that you feel justified in refusing to pay your income tax because you disagree with the government's policy on a specific issue, consider whether you would accept the consequences if everyone refused to pay his income tax). (K-VI)

- Distinguish between a specific value judgment you hold and the principle underlying that value (e.g., a value judgment might be that welfare should be discontinued, while a value principle upon which the judgment is based might be that people should not get money without working for it). (K-II)

- Given a specific value judgment, identify the value principle underlying it. (K-II)

Strand II: Opportunities and Options

12

Education and Training

EDUCATION AND TRAINING

Topic:

ORIENTATION TO
EDUCATION AND TRAINING

Concept:

TRENDS IN
EDUCATION AND TRAINING

- Explain why proportionally more people are pursuing higher education today than fifty years ago. (K-II)
- Explain how the amount of education "required" for a job is affected by the market for that job (e.g., if a lot of people compete for a few openings employers can "require" greater amounts of education of applicants). (K-II)
- Describe two ways that an increase in leisure time can affect education and training opportunities (e.g., give people more time to pursue education and training, increase demand for continuing education programs). (K-III)
- Describe how education and training programs are adapting to meet the needs of the increasing numbers of women participating in them (e.g., allow part-time enrollment, provide day-care facilities for children, etc.). (K-II)
- Compare and contrast the relative numbers of people now and ten years ago who are pursuing higher education, vocational training, and work upon graduating from high school. (K-IV)

EDUCATION AND TRAINING

Topic:	**Concept:**
ORIENTATION TO EDUCATION AND TRAINING	INDIVIDUAL DIFFERENCES IN EDUCATION AND TRAINING NEEDS

- Explain how the type of education or training a person pursues can be influenced by his or her occupational, leisure, and social goals. (K-II)

- Given a description of an individual's background, interests, abilities, and goals, suggest appropriate education and training activities for him. (K-III)

- Compare and contrast the kind of education and/or training people might seek and receive at ages 10, 20, 35, 50, and 65. (K-IV)

EDUCATION AND TRAINING

Topic:

ORIENTATION TO
EDUCATION AND TRAINING

Concept:

TYPES OF EDUCATION AND
TRAINING OPPORTUNITIES

- Compare and contrast on-the-job training and vocational/technical training as to the purposes and the nature of the training. (K-IV)

- Compare and contrast higher education and continuing education as to the types of educational experiences provided and the reasons for engaging in them. (K-IV)

- Describe the purpose of four different education and/or training opportunities a person might engage in after completing high school (e.g., higher education, on-the-job training, vocational/technical education, apprenticeships and continuing adult education). (K-I)

- Identify the type(s) of education/training experiences which would be most appropriate for each of the following: learning how to do leatherwork, learning a foreign language, and learning how to build houses. (K-III)

- Give three reasons why a person might want to pursue additional education/training after completing high school (e.g., to get a job, to learn a skill, to pursue a special interest, to develop a broader academic background, etc.). (K-I)

- Analyze the role of higher education in career preparation (e.g., it may provide an "entrance ticket," but not specific skills). (K-IV)

EDUCATION AND TRAINING

Topic:

ORIENTATION TO
EDUCATION AND TRAINING

Concept:

SOURCES OF
EDUCATION AND TRAINING

- Identify three different places where people may receive education or training beyond high school (e.g., college, community college, trade school, etc.). (K-I)

- Identify three local agencies providing at least one form of post-high school education or training. (K-I)

- Compare and contrast community colleges and four-year colleges and universities as to the types of programs offered. (K-IV)

- Compare and contrast community colleges and proprietary trade schools as to the types and durations of programs offered. (K-IV)

- Describe how university extension courses are offered (e.g., through local seminars, open to the public, etc.). (K-II)

- Describe three places a person could go to obtain adult/continuing education programs (e.g., community colleges, public secondary schools, recreations departments). (K-I)

- Describe the kinds of education/training available from community-based or "free" universities or colleges. (K-I)

- Describe the kinds of education/training available through military service. (K-I)

EDUCATION AND TRAINING

Topic:

SPECIFIC EDUCATION AND
TRAINING OPPORTUNITIES

Concept:

VOCATIONAL/TECHNICAL TRAINING
AND APPRENTICESHIPS

- Describe what is involved in a trade-union apprenticeship training program. (K-I)

- List the vocational, technical and apprentice programs available in your community and tell where they are located. (K-I)

- List two reasons why a person might consider participating in a vocational, technical, or apprenticeship program (e.g., job requirement or preparation). (K-I)

- Describe the costs which may be associated with participation in a vocational, technical, or apprenticeship program (e.g., school fees or tuition, materials and supplies). (K-I)

- List specific occupations which would require either a) apprenticeship or b) vocational or technical training. (K-I)

- Compare and contrast vocational or technical programs and apprenticeships in terms of where the training occurs, what it involves, and how long it takes to complete. (K-IV)

- Identify three places a person could receive vocational, technical, and apprenticeship training (e.g., military, community college, technical school, vocational school, etc.). (K-I)

- Describe the skills a person could acquire in a particular vocational, technical, or apprenticeship program. (K-II)

EDUCATION AND TRAINING

Topic:	**Concept:**
SPECIFIC EDUCATION AND TRAINING OPPORTUNITIES	ON-THE-JOB/ IN-SERVICE TRAINING

- List possible costs involved to the individual while participating in an on-the-job training program (e.g., reduced salary, extra time spent in training or study, etc.). (K-I)

- Describe the kinds of experiences and training one might receive in a specific on-the-job training program (e.g., supervised work experience, training in specific content or skill areas, etc.). (K-I)

- Describe the requirements for a particular on-the-job training program. (K-II)

- Locate two employers in your local area which provide on-the-job training. (K-I)

- Compare and contrast on-the-job training and other types of job training as to amount of time required, site where training occurs, and costs. (K-IV)

- Describe two situations in which on-the-job training may be required (e.g., when beginning a job, when moving into a new area or level of responsibility). (K-II)

- Explain how and where a person may seek in-service training on his own (e.g., courses related to work activities taken through adult education). (K-II)

- List two reasons why a person would want to take advantage of in-service training (e.g., salary increase, promotions). (K-I)

- Identify occupations which often provide or require a) on-the-job training and b) in-service training. (K-I)

- Differentiate between on-the-job training and in-service training. (K-II)

EDUCATION AND TRAINING

Topic:

SPECIFIC EDUCATION AND
TRAINING OPPORTUNITIES

Concept:

HIGHER EDUCATION

- Compare and contrast the types of institutions offering higher education (e.g., four-year college, university, community college, professional school, private school, etc.) as to the nature and length of the programs offered, entrance requirements, and final results (e.g., degrees, etc.). (K-IV)
- Describe the academic training needed to enter a college or university. (K-I)
- List the basic costs associated with attending a higher education institution. (K-I)
- List the institutions offering higher education in a local area. (K-I)
- Compare and contrast college life and that of junior high and high school as to individual responsibility and freedom and types of educational experience gained. (K-IV)
- Describe two situations in which higher education would be useful and two situations in which it would not be useful (e.g., preparing for a professional career versus preparing for a technical or trade career). (K-II)
- List five professions and/or occupations which usually require at least four years of college training. (K-I)
- List five professions and/or occupations for which graduate work beyond a B.A. or B.S. is usually necessary. (K-I)
- List five professions and/or occupations for which a community college degree (A.A.) is usually required. (K-I)

SPECIFIC EDUCATION AND TRAINING OPPORTUNITIES - HIGHER EDUCATION (Continued)

- Describe three reasons why a person might obtain higher education (e.g., to get a degree, acquire status, meet parental pressure, earn a higher salary, pursue social relations, meet peer pressure, etc.). (K-II)

- Give two reasons why the number of people pursuing higher education has more than doubled in the last fifty years (e.g., knowledge explosion, social pressure, job requirements, lack of alternative plans, more easily available, etc.). (K-II)

EDUCATION AND TRAINING

Topic:

SPECIFIC EDUCATION AND
TRAINING OPPORTUNITIES

Concept:

CONTINUING/ADULT EDUCATION

- Describe the adult education courses available in your area and tell where they are offered. (K-II)
- Compare and contrast a local adult education program and the regular programs of the high school and/or junior high school (e.g., as to attendance requirements, grading system, nature of class, etc.). (K-IV)
- Tell how adult education is financed and explain the implications for the program (e.g., low cost, open to the public, etc.). (K-III)
- List the requirements for attending adult education classes. (K-I)
- Describe three possible benefits a person might gain from adult education (e.g., develop specialized skills, obtain a diploma, socializing, learn more about a hobby or special interest, etc.). (K-II)
- Describe two ways besides college that a person can continue his education beyond high school (e.g., independent study and adult education programs). (K-II)
- Explain how continuing education can help a person attain occupational, leisure, and social responsibility goals. (K-II)
- List three institutions which usually provide adult education (e.g., public schools, community colleges, recreation departments, etc.). (K-I)

Jobs and Employment

JOBS AND EMPLOYMENT

Topic:

BASIC ECONOMIC CONCEPTS

Concept:

TYPES OF PRODUCTIVITY

- Categorize a list of workers into two groups: those who produce goods and those who produce services. (K-III)
- Discuss two reasons why people work (e.g., earn money, keep busy, express talents, etc.). (K-II)
- Distinguish between the functions of goods and services in society. (K-II)
- Identify two goods and two services used by people in a typical day. (K-I)
- Given two groups of occupations, tell how the occupations differ (e.g., one group produces goods; the other, services). (K-II)

JOBS AND EMPLOYMENT

Topic:	**Concept:**
BASIC ECONOMIC CONCEPTS	MONETARY EXCHANGE SYSTEM

- Diagram a monetary exchange system including both production and consumption of goods and services. (K-II) (Act.)

- Discuss why most workers get paid for their efforts. (K-II)

- Identify and list some goods and services a worker might purchase with the money he earns. (K-I)

- Assess the advantages and disadvantages of barter and monetary systems of exchange in modern society. (K-VI)

- Describe the function of money from the producer's point of view (e.g., he gets money for goods, he uses money to pay employees, etc.). (K-II)

JOBS AND EMPLOYMENT

Topic:

BASIC ECONOMIC CONCEPTS

Concept:

LABOR MARKET

- Describe two trends in the world of work that affect workers and their work (e.g., fewer workers needed for production, more workers needed for services) and explain how the trends produce these results. (K-II)
- Explain the concept "division of labor" by listing and describing some of the many jobs that go into the manufacture of a mass-produced item. (K-II)
- Explain what is meant by "specialization" by choosing a profession and listing the specialities associated with that profession. (K-I)
- Given an industry, tell two ways in which technology has had an impact on that industry and what this means for the workers in that industry. (K-IV)
- List and discuss factors affecting the rate of unemployment (e.g., technology, productivity, etc.). (K-II)
- Analyze the implications of achieving a constant population size for the labor market over the next twenty-five years. (K-IV)
- Describe the implications for the labor market of a growing population. (K-IV)
- Discuss the effects on the labor market of the growing numbers of women in the working world. (K-IV)

JOBS AND EMPLOYMENT

Topic:

BASIC ECONOMIC CONCEPTS

Concept:

FACTORS AFFECTING INCOME

- Select a high paying job and a low paying job and compare their entry requirements. (K-II)
- Tell what effect a dangerous work environment has on a job's salary. (K-II)
- Compare salaries of jobs of differing educational and/or training requirements. (K-II)
- Describe how job performance might affect income (e.g., superior performance may result in greater income increases). (K-II)
- Explain how a shortage of workers in a given area affects income (e.g., greater demand for workers may yield higher salaries). (K-II)
- Given an occupation, compare salary ranges in different geographical locations (e.g., urban versus rural, east versus south). (K-II)
- Explain the following sentence: "A person is rewarded by society to the degree that it values his products." (K-II)
- Identify two steps a person might take to increase his salary (e.g., additional education or experience). (K-I)

JOBS AND EMPLOYMENT

Topic:

BASIC ECONOMIC CONCEPTS

Concept:

LABOR MIGRATION AND MOBILITY

- Tell how the types of industry (manufacturing, agricultural, services) and their locations are related to the distribution of population in your state. (K-II)
- List three occupations that require the workers to move (e.g., oilman, construction worker, seasonal harvester). (K-I)
- Trace the seasonal routes of agricultural workers in a section of the country. (K-II)
- Trace the trend of migration of population from rural to urban areas and tell reasons for this trend. (K-II)
- Interview three workers to determine the number of jobs which have been held by each and the reasons for the job changes. (K-II) (Act.)
- Tell two ways to expand one's job mobility (e.g., training, experience, ability). (K-I)
- Given a list of occupations, identify different businesses, industries, and other organizations where these occupations might be found. (K-I)
- List four possible outcomes of being prepared for a variety of jobs. (K-I)
- Identify two ways a job may change and what a worker would have to do to meet the new demands (e.g., continuing education). (K-I)

JOBS AND EMPLOYMENT

Topic:

BASIC ECONOMIC CONCEPTS

Concept:

MONETARY AND
NONMONETARY BENEFITS

- List two monetary benefits, other than wages, that a person may receive from his work (insurance, bonuses, discounts, vacation with pay, etc.). (K-I)
- List two nonmonetary benefits a person may receive from his work (e.g., prestige, responsibility, sense of accomplishment, authority). (K-I)
- Discuss the differences between being salaried and being paid on a piece-work basis. (K-II)
- Explain the difference between monetary and nonmonetary benefits (e.g., former involves direct financial reward while latter provides intangible rewards). (K-II)
- Select three occupations of interest and determine which would be the most rewarding in terms of a) monetary benefits and b) nonmonetary benefits. (K-VI)
- Determine which monetary and/or nonmonetary benefits would be most important for a specific person, given information on the person's interests and values. (K-V)
- Recognize that people differently value monetary and nonmonetary benefits by comparing and contrasting specific benefits considered important by two different people. (K-IV)
- Compare and contrast the monetary and nonmonetary benefits accruing to a worker who is self-employed and a worker who is employed by another person or firm. (K-IV)

JOBS AND EMPLOYMENT

Topic:	**Concept:**
BASIC ECONOMIC CONCEPTS	OCCUPATIONAL SUPPLY AND DEMAND

- From a list of occupations, select those occupations that have been created in the last twenty years. (K-I)

- Compare occupational patterns over the past fifteen years for three different communities to determine if patterns of obsolescence exist. (K-IV)

- Compare job opportunities in a rural setting versus an urban setting as to a) types of jobs available and b) number of jobs available. (K-IV)

- List two reasons for the current increase in service occupations (e.g., as population grows larger there is a greater demand for services; as population grows more prosperous there is a greater demand for services). (K-I)

- List reasons for decline in production and/or manufacturing occupations (e.g., increased technological efficiency and economy). (K-I)

- List some of the services that are available today that were not available twenty-five years ago. (K-I)

- List some of the areas in which there will be a likely increase in service occupations (e.g., recreation, repair). (K-I)

- Identify a new product and describe the implications of that product for job opportunities (e.g., may make another product and associated jobs obsolete, requires servicing, etc.). (K-II)

- Describe the implications of increases in leisure time for the growth or decline of specific occupations. (K-III)

JOBS AND EMPLOYMENT

Topic: BASIC ECONOMIC CONCEPTS

Concept: FUNCTIONAL UTILITY OF INCOME

- Compare and contrast the average expenses of: a) a single person, b) a married couple, and c) a family with two children. (K-II)

- Describe the major expenses a worker's income should provide for (e.g., housing, food, clothing, health care, transportation, etc.). (K-II)

- Analyze the effects of alternative life styles (e.g., communal living) on a family's expenses. (K-IV)

- Determine the average annual income and expenses for a family of four in a given area. (K-II)

- Select three occupations and evaluate how well the monetary benefits associated with each occupation would meet the financial needs of a given worker. (K-II)

- Given a specific pattern of monetary benefits, describe at least three alternative life styles which a worker in an occupation with these benefits could pursue (e.g., live in large house with pool and have active social life, live in smaller house and travel often, etc.) and analyze the expenses associated with each. (K-IV)

- Explain what is meant by the term "subsistence level" and describe what expenses are included in that category. (K-II)

- Compare and contrast the relative utility of a given income in a) urban versus rural settings, and b) different areas of the United States. (K-IV)

- Explain what "cost of living" is and what factors it is based on. (K-II)

- Explain how companies adjust the monetary benefits of a job to accommodate regional variations in cost of living (e.g., higher wage/salary, etc.). (K-II)

JOBS AND EMPLOYMENT

Topic: **Concept:**

CAREER CLUSTER CONCEPTS FUNCTIONS OF CLUSTERS

- Define career clusters as a family of occupations related by some common characteristics. (K-I)

- Given several jobs that belong to a cluster, identify the common characteristics and name the cluster (e.g., doctor, nurse, dentist, pharmacist -- provide services and explore problems which are related to the health of people -- Medical and Biological Sciences). (K-IV)

- List examples of characteristics that might be used to cluster occupations (e.g., skills needed, education needed, location of work, product worked with). (K-I)

- Name at least three occupations in a given cluster. (K-I)

- Given a cluster, identify the similarities among jobs in the cluster in terms of kind of work and education and training entry requirements. (K-IV)

- Given an unfamiliar occupational title, compare the amount of knowledge you have about the job before and after you are given the cluster to which it belongs. (K-IV)

JOBS AND EMPLOYMENT

Topic:

CAREER CLUSTER CONCEPTS

Concept:

HOW TO FORM CLUSTERS

- Categorize a list of workers into two groups: a) those who produce goods and b) those who produce services. (K-III)

- Categorize a list of occupations according to the following characteristics: indoor work/outdoor work, work with hands/work with tools, work with pencil and paper/work with people (e.g., teacher: works indoors, with people). (K-III)

- Given a list of jobs, identify those jobs that have common characteristics and specify those common characteristics. (K-IV)

- List at least three cluster categories that a specific occupation could belong to (e.g., salesman: work with people, work involves travel, work has strong employment outlook). (K-II)

- Given a list of occupations indicate which ones could be associated with a specific industry (e.g., aerospace, medicine, retail business, etc.). (K-II)

JOBS AND EMPLOYMENT

Topic:

CAREER CLUSTER CONCEPTS

Concept:

REASONS FOR CLUSTERING

- Discuss the usefulness of the cluster concept as an information retrieving device. (K-II)
- Tell how clustering careers might aid the occupational selection process (e.g., some understanding of a variety of occupations can be gained at one time). (K-II)
- Explain how organizing occupational information into clusters allows one to remain flexible about studying occupations. (K-II)
- Compare and contrast the ease of remembering: a) occupational information about several specific occupations, and b) occupational information about several clusters. (K-IV)
- Explain why there are different systems for clustering occupations (e.g., different variables are important to different people, such as options for part-time work for mothers, etc.). (K-II)

JOBS AND EMPLOYMENT

Topic:

CAREER CLUSTER CONCEPTS

Concept:

INTRODUCTION TO
TWELVE CAREER CLUSTERS

- Given a list of occupations, assign each occupation to one of the twelve TALENT-based career clusters. (K-III)

- Identify twelve TALENT-based career clusters. (K-I)

- Given the Occupational Outlook Handbook (OOH), compare the OOH career clusters with the twelve TALENT-based career clusters and record the similarities and differences. (K-IV)

JOBS AND EMPLOYMENT

Topic:

CAREER CLUSTER CONCEPTS

Concept:

COMPARISONS AMONG
TWELVE CAREER CLUSTERS

- Given two clusters, compare and contrast a job from each cluster as to the nature of the work, education and training requirements, and employment opportunities. (K-IV)

- Tell why two seemingly similar occupations may not be in the same cluster (e.g., science teacher and art teacher have similar tasks, but have different interests, training, and abilities). (K-II)

- Given the twelve career clusters, list two distinguishing characteristics for each of the twelve clusters. (K-I)

- Identify a characteristic common to occupations in the following clusters: a) Engineering, Physical Science, Mathematics, and Architecture; b) Medical and Biological Sciences; and c) Humanities, Law, Social and Behavioral Sciences (e.g., occupations in these clusters typically require at least a B.A. degree). (K-IV)

JOBS AND EMPLOYMENT

Topic:

CAREER CLUSTER CONCEPTS

Concept:

COMPARISONS WITHIN
TWELVE CAREER CLUSTERS

- Using a job catalog, list the similarities and differences between two occupations within a cluster (e.g., as to educational requirements, working conditions, nature of work, employment outlook, places of employment). (K-II)

- Compare and contrast the duties of three occupations within a career cluster. (K-IV)

- Select a cluster and, based on all the jobs within the cluster, describe the educational requirements, employment prospects, main work tasks or duties, and services or goods involved for jobs within the cluster. (K-IV)

- Select a career cluster and list other careers that might belong in this cluster but are not listed. (K-III)

- From three occupations listed in a cluster, identify two skills common to those occupations. (K-IV)

JOBS AND EMPLOYMENT

Topic:

CAREER CLUSTER CONCEPTS

Concept:

RATIONALE FOR
TWELVE CAREER CLUSTERS

- Evaluate the usefulness of the twelve TALENT-based career clusters compared to another clustering system. (K-VI)
- Describe the variables that the twelve TALENT-based career clusters are based on (i.e., cognitive abilities of high school students who later went into those occupations, commonality of tasks performed, and type of education/training required). (K-II)
- Compare the rationale of the twelve TALENT-based clusters with the rationales of two other clustering systems. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE	ARCHITECT

- Describe the typical activities of an architect (e.g., design buildings, prepare floor plans, specify exterior/interior details and dimensions, assist clients in design, check building progress). (K-I)

- List requirements for a practicing architect in a given state. (K-I)

- Identify personal qualities needed to become an architect (e.g., skill as a technical artist, interest in design and environment, ability to work with people, knowledge of building materials). (K-I)

- To demonstrate an understanding of an architect's work, make a floor plan of the classroom. (K-III) (Act.)

- To indicate the many different types of buildings an architect may design, make a drawing showing three different types of buildings (e.g., school, home, office, bank, hospital, etc.). (K-II) (Act.)

- Identify the kinds of people an architect works with by listing the kinds of people who would be involved in the construction of a building (e.g., client, electrician, plumber, electrical engineer, carpenter, building inspector, bricklayer, plasterer). (K-II)

- Understand the different styles of architecture with which an architect must be familiar by making a scrapbook of different styles of architecture and naming them (e.g., Colonial, Contemporary, Victorian, English Tudor, Normandy, Mediterranean, Spanish). (K-II) (Act.)

- Describe two areas of classroom study which would be important for an architect (e.g., art, arithmetic, science). (K-II)

JOBS AND EMPLOYMENT

Career Cluster: **Occupation:**

ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE — CHEMIST

- Report on the activities of a chemist (e.g., processes by which matter is transformed into other substances, examine behavior of solids, liquids, and gases and their reactions with each other) and what those activities involve. (K-II)
- List requirements necessary to become a chemist (e.g., B.A. in chemistry; on-the-job training). (K-I)
- Report skills and interests needed by a chemist (e.g., inquisitive mind, attention to detail, good memory, good imagination, ability to write reports, interest in mathematics and science, ability to build and manipulate apparatus). (K-I)
- List three places where a chemist may be employed (e.g., schools, industries, governmental laboratories, private research companies). (K-I)
- Discuss when and why chemists may have to have special dress for their protection on the job. (K-II)
- Discuss chemists' roles in our highly structured technology (e.g., use their skills to help solve pollution problems). (K-IV)
- Describe the dangers (e.g., burns, explosions, fumes) of some of the chemicals with which chemists work. (K-II)
- Describe one way that chemists can contribute to society through their work. (K-III) (Aff-II)
- Identify areas where a chemist might work (e.g., pharmacology, energy production, development of synthetic materials and new drugs, food preservation and processing, air and water purification, agricultural fertilizers and pesticides). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:

ENGINEERING, PHYSICAL SCIENCE,
MATHEMATICS, ARCHITECTURE

Occupation:

CIVIL ENGINEER

- Report on the job duties of the civil engineer (i.e., design and supervision of construction) and what these tasks involve. (K-II)
- Name five construction projects on which a civil engineer may work (i.e., road, airfield, bridge, building, harbor). (K-I)
- Compare and contrast four specialties within civil engineering: hydraulics, sanitation, transportation, and soil mechanics. (K-IV) (Aff.-II)
- Recall three places of employment for the civil engineer (e.g., on-site supervision, municipal utilities, colleges and universities). (K-I)
- List the necessary education of the civil engineer (i.e., B.S. in engineering, M.S. for high level positions). (K-I)
- Illustrate the sequence of advancement for the civil engineer (assistants to resident engineer, resident, advance to administrative post). (K-II)
- Tell what is required to obtain a civil engineering license in a given state. (K-II)
- Report on the abilities needed by the civil engineer (e.g., ability to work as a team member, to communicate, to be innovative, etc.). (K-I)
- Discuss the leisure time implications of a civil engineering job. (K-II)
- Discuss the significance of population growth for a civil engineer's job (e.g., pollution, transportation, need for more highways, etc.). (Aff.-II)
- Obtain information about the job prospects for civil engineering and report the results. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

ENGINEERING, PHYSICAL SCIENCE,
MATHEMATICS, ARCHITECTURE

Occupation:

ELECTRICAL ENGINEER

- Tell two ways to become an electrical engineer (i.e., a B.S. degree taking four or five years, or a state examination after many years of experience). (K-I)

- Identify, from a list of ten college subject areas, the subjects necessary to an electrical engineer's college program (e.g., math, physics, chemistry). (K-I)

- Demonstrate an understanding of the term "applied science" by describing how a simple electrical experiment relates to an electric machine. (K-II)

- Investigate the number of electrical engineers in a city now, the number ten years ago, and get projections about the future; present the findings in a written report. (K-I)

- List four different kinds of employers of electrical engineers (e.g., aerospace, electrical products manufacturers, testing laboratories, automobile manufacturers, computer industry, communications industry, government agencies). (K-I)

- Identify the work tasks of an electrical engineer (e.g., research, design, testing, teaching). (K-I)

- Demonstrate an awareness of the contribution of engineering and technology to modern life by interviewing an adult and making a list of the electrical things that were not in most homes thirty years ago that are there today. (Aff.-I)

- Choose from pictures of different settings (e.g., store, office, school) the most likely setting for an electrical engineer to work. (K-I)

- Give a condition under which an electrical engineer must be a U.S. citizen (e.g., a job that might require security clearance, such as aerospace). (K-II)

ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE - ELECTRICAL ENGINEER (Continued)

- Relate the tasks of an electrical engineer to school subjects (e.g., arithmetic, science, language arts). (K-III)

JOBS AND EMPLOYMENT

Career Cluster:

ENGINEERING, PHYSICAL SCIENCE,
MATHEMATICS, ARCHITECTURE

Occupation:

MATHEMATICIAN

- Distinguish between theoretical and applied mathematicians in terms of their interests and areas of study. (K-II)

- Describe how different fields extensively depend upon the use of mathematics (i.e., physics, engineering, business management, economics, computer sciences, etc.). (K-II)

- Select from a list of college courses those needed by a mathematician (e.g., analytical geometry, calculus, differential equations, algebra). (K-II)

- Research and determine the impact mathematics has had on technological advancement and report findings to the class. (K-IV)

- Determine and illustrate (e.g., by a graph) the dispersion of mathematicians in industrial and educational fields to identify areas of greater/lesser employment for mathematicians. (K-IV) (Act.)

- List personal advantages and disadvantages of being a mathematician (e.g., advantages--job security with government, high salary; disadvantages--demanding and precise work, limited opportunities). (K-VI)

- Describe how at least one famous mathematician made a contribution to society. (K-II) (Aff.-II)

- Analyze and differentiate the variety of fields in which a mathematician might work (e.g., algebra, mathematical analysis, statistics, applied mathematics and topology). (K-IV)

- Show an appreciation for the extent of precision involved in mathematicians' work by preparing a set of numerical tables or charts. (Aff.-I) (Act.)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE	MECHANICAL ENGINEER

- Distinguish between the functions of the mechanical engineer in industry and the functions of other types of engineers. (K-IV)

- Contact (e.g., by letter) the Society of Mechanical Engineers to determine prospects of engineer employment and job locations, and report on the information received. (K-I)

- Describe at least three different settings in which a mechanical engineer might work (e.g., research and development, consulting, teaching, industry, etc.). (K-I)

- Obtain information (e.g., from a school of engineering at a college or university) about the educational requirements for mechanical engineering. (K-I)

- List the personal advantages and disadvantages of becoming a mechanical engineer (e.g., advantages--high average salary, good employment opportunities; disadvantages--educational demands, strong science background). (K-VI)

- List the skills necessary for a mechanical engineer that are transferable to any other three occupations. (K-III)

- Describe how mathematics and science are needed for work in mechanical engineering. (K-II)

- Give examples of three products a mechanical engineer might work on. (K-I)

- Develop an appreciation for the contributions of mechanical engineers to society by identifying three ways a family's life is easier because of the results of mechanical engineering. (Aff.-II)

JOBS AND EMPLOYMENT

Career Cluster:

ENGINEERING, PHYSICAL SCIENCE,
MATHEMATICS, ARCHITECTURE

Occupation:

METEOROLOGIST

- Describe what a meteorologist does (e.g., predict weather, record temperatures, air pressures, humidity, wind velocity, read weather maps, etc.). (K-I)

- Tell of places of employment for a meteorologist (e.g., National Weather Service, commercial airlines, private weather consulting firms, teaching at universities and colleges, Armed Forces). (K-I)

- Tell how mathematics and science are important to a meteorologist. (K-II)

- Define the following weather terms: precipitation, velocity, humidity, cyclone, hail. (K-I)

- Demonstrate an awareness of how a meteorologist keeps records of temperatures by comparing temperatures taken in the sunlight with those taken in shade, and temperatures recorded in the morning with those taken in the afternoon. (K-III) (Act.)

- Demonstrate an awareness of how a meteorologist keeps track of weather conditions by making a rain gauge and keeping records of monthly rainfall. (K-III) (Act.)

- Demonstrate an awareness of how a meteorologist keeps track of weather conditions by comparing monthly rainfall with normal rainfall. (K-III) (Act.)

- Evaluate the accuracy of a meteorologist's predictions by comparing local predictions with actual weather conditions. (K-IV) (Act.)

- Show an awareness of the importance of meteorology by listing the people who need weather information (e.g., pilots, farmers, sailors, construction workers). (Aff.-I)

ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE - METEOROLOGIST (Continued)

- Tell how people (pilots, etc.) use weather reports. (Aff.-II)
- Describe the working conditions associated with being a meteorologist. (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE	PHYSICIST

- Report on the tasks of a physicist (e.g., observe and analyze various forms of energy, structure of matter, and relationship between matter and energy) and describe what these activities involve. (K-II)

- Describe the employment settings of most physicists (i.e., who work in research and development). (K-I)

- List three specialized areas in physics (i.e., mechanics, electronics, optics). (K-I)

- Tell what academic training is needed to become a physicist (i.e., B.A. in physics; Ph.D. to teach at the university level). (K-I)

- Identify three characteristics useful to those wishing to become physicists (e.g., should enjoy science, math, and the building of scientific apparatus). (K-IV)

- Recognize that advancement in the career of the physicist may depend upon education above the B.A. degree. (K-I)

- Report on why the following skills (inquisitive mind, good memory, good imagination, ability to write reports) are needed by physicists. (K-III)

- Tell how physicists play a major role in our scientific society. (K-IV) (Aff.-II)

- Compare and contrast the tasks of a physicist working in schools, industry, governmental agencies, laboratories, private research. (K-IV)

- Report to the class on the prospects for employment in the next decade for physicists, and the factors influencing those prospects. (K-IV) (Act.)

ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE - PHYSICIST (Continued)

- Discuss the life style of a physicist, considering availability of leisure time, salary level, job status, etc. (K-III)

JOBS AND EMPLOYMENT

Career Cluster: MEDICAL & BIOLOGICAL SCIENCES

Occupation: DENTIST

- Tell what a dentist does in his daily work (e.g., takes care of teeth, fills teeth, makes false teeth, cleans teeth, straightens teeth). (K-I)
- Describe and explain to the class the use of some of the equipment in a dentist's office (e.g., drill, X-ray equipment, sterilizer, chair, mirror, lights). (K-I)
- Tell in own words why people need dentists. (K-III) (Aff.-II)
- Give one reason why a student might like to be a dentist (e.g., time for vacations, meet people) and one reason why a student might not want to be a dentist (e.g., stand for long periods of time, catch colds from patients, get bitten). (K-VI)

JOBS AND EMPLOYMENT

Career Cluster: MEDICAL & BIOLOGICAL SCIENCES

Occupation: DIETITIAN

- List five of the tasks and duties of a dietitian (e.g., planning menus to meet specific needs; supervision of personnel who prepare and serve the meals; planning and buying large quantities of food; lecturing on good eating habits; teaching subjects such as foods, nutrition, and diet therapy; conferring with doctors and patients about diets). (K-I)

- List the skills, abilities, and educational requirements necessary for a dietitian (e.g., supervisory abilities, good health, a bachelor's degree with a major in foods and nutrition and a two-year internship program for American Dietetic Association membership). (K-I)

- Given a variety of types of organizations, indicate those which commonly hire dietitians (e.g., schools, universities, convalescent homes, hospitals, food manufacturers, etc.). (K-I)

- To develop an understanding of the discipline of dietetics, name the four basic food groups and tell how each affects health. (K-II)

- To demonstrate an appreciation for how a dietitian assists people, classify the foods offered on the school lunch menu into the four basic food groups. Using the school menu, analyze the results for balance ts and write any recommended changes that are needed. (Aff.-II) (Act.)

- Given the foods of a meal, tell which of the four food groups is most or least represented. (K-III) (Act.)

- To appreciate how a dietitian helps people, plan a week's menu utilizing the four basic groups which meets the nutritional requirements for health. (Aff.-II) (Act.)

- Demonstrate an understanding of calorie intake by calculating the number of calories an individual consumed in an average day with the aid of a calorie chart. (K-II) (Act.)

MEDICAL & BIOLOGICAL SCIENCES - DIETITIAN (Continued)

- Demonstrate an understanding of the relation between calorie intake and weight by planning a day's menu for an overweight person, and a day's menu for an underweight person with the aid of a calorie chart. (K-V) (Act.)
- Given x number of dollars, plan a balanced menu for a family of four to better understand what dietitians do. (K-V) (Act.)
- Interview a local dietitian and tell in his own words the working conditions, hours, and benefits of dietitian's work. (Act.)
- Tell how science, math, and English relate to the work a dietitian does. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MEDICAL AND BIOLOGICAL SCIENCES	DOCTOR

- Tell two places where doctors may work. (K-I)

- Explain what a general practitioner doctor does in a typical day. (K-II)

- Name two other people that work with a doctor (e.g., nurse, lab technician, etc.). (K-I)

- Discuss two personal traits a doctor should have and why (e.g., get along well with people, good memory for facts, etc.). (K-II)

- Describe what a person's home life might be like if he or she were a doctor. (K-III)

- Tell why the doctor's work is important to people. (K-II) (Aff.-II)

- Identify three different kinds of doctors (e.g., internist, surgeon, eye doctor, etc.). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:

MEDICAL & BIOLOGICAL SCIENCES

Occupation:

DOCTOR

- Describe the activities of three types of doctors selected from a list (e.g., opthomology, pediatrics, surgery, obstetrics, anesthesiology), through art, drama, or other appropriate activities. (K-II)
- Discuss what doctors do (e.g., diagnose diseases and treat people who are ill or in poor health). (K-II)
- Recall three places where doctors may work (e.g., hospitals, private offices, laboratories, clinics, patient's home). (K-I)
- Explain through illustration, pantomine, role play, or sequence story, that doctors must complete high school, college, and medical school, and pass a state licensing examination. (K-II)
- Indicate that some doctors are on call 24 hours a day, and discuss what this means for their family lives. (K-III)
- Tell why doctors are important and necessary to society. (Aff.-II)
- Name three activities done by the "family doctor" (e.g., set broken bones, deliver babies, diagnose and treat illness, treat injuries). (K-I)
- Recognize six instruments used by doctors (e.g., tongue depressor, stethoscope, thermometer, syringe, hammer, blood pressure apparatus, flashlight, opthalmoscope). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MEDICAL & BIOLOGICAL SCIENCES	PHARMACIST

- List the academic requirements for becoming a pharmacist (e.g., college, ability in math and chemistry). (K-I)

- Describe various places where pharmacists work (e.g., pharmacy/drugstore, hospital, research laboratory). (K-I)

- Describe the personal advantages and disadvantages of being a pharmacist (e.g., advantages--part of the medical team, pride in helping people; disadvantages--pressure, long hours). (K-VI)

- Tell the duties and responsibilities of a pharmacist (e.g., by preparing a notebook showing what pharmacists do). (K-I)

- Demonstrate an understanding of the role and contribution of the pharmacist by explaining "Why Should We Have Pharmacists?" (Aff.-II)

- Demonstrate an understanding of a typical setting in which a pharmacist performs his duties by constructing a diorama or a poster showing a pharmacist at work. (K-II) (Act.)

- Identify and describe the tools commonly used by pharmacists (e.g., simple mortar/pestle, tongs, balance scale, measuring jars). (K-I)

- Demonstrate knowledge of the role of the pharmacist in everyday medical practice by preparing a simple flow chart showing how the doctor, the patient, and the pharmacist interact with one another. (K-II) (Act.)

- By interviewing a neighborhood pharmacist, identify job potential of pharmacists within the community, and give an oral report to the class or a group of students. (K-I) (Act.)

- Describe how skills learned in English, math, and science are necessary for pharmacists. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

MEDICAL & BIOLOGICAL SCIENCES

Occupation:

PHYSICAL THERAPIST

- Describe and discuss the duties of a physical therapist (e.g., help people overcome physical disabilities through the use of exercise; assist in helping people accept disabilities and adjust to them, etc.). (K-I)

- Determine job opportunities for physical therapists (e.g., by writing to national, state, and local organizations) and report the results. (K-I)

- Identify (e.g., from an interview with a physical therapist) the job qualifications, and list them. (K-I)

- Describe the personal advantages and disadvantages of being a physical therapist (e.g., advantages--part of a medical team, good outlook for employment; disadvantages--long hours, disappointments). (K-VI)

- Illustrate the tasks done by a physical therapist (e.g., by preparing a bulletin board). (K-II)

- Describe the setting in which a physical therapist works by drawing a floor plan of the therapist's office, listing the equipment found there and its use. (K-II) (Act.)

- Indicate an appreciation of the value of a physical therapist's work by describing how a therapist helps a patient. (Aff.-I)

- Describe three personal characteristics a physical therapist should possess (e.g., patient, outgoing, high stamina, not easily discouraged). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MEDICAL & BIOLOGICAL SCIENCES	REGISTERED NURSE

- Describe the activities of three types of RN's selected from a list (e.g., hospital nurses, private duty, office, public health, nurse educator, industrial nurse). (K-II)

- Discuss how nurses assist the doctor (e.g., by administering medication and treatment; observing, evaluating, and recording symptoms, reactions, and progress of patients; assisting in the education and rehabilitation of patients; helping maintain a physical and emotional environment that promotes patient recovery). (K-II)

- Tell some of the places where nurses may work (e.g., hospitals, doctor's office, private offices, laboratory, nursing homes, clinics, schools, and industry). (K-I)

- Explain through illustration, pantomine, role play, or sequence story that nurses must complete high school, nurse's training course and pass a state board examination to receive a license in most states. (K-II) (Act.)

- Describe the personal qualities that nurses should have (e.g., a desire to serve humanity and be sympathetic to the needs of people). (K-I)

- Tell how nurses are important and necessary to the life of the child and that child's experience. (Aff.-II)

- Name three activities done by the school nurse (e.g., test eyes, bandage cuts, take temperatures, keep records, teach health in classroom, give advice to teachers, make home visits). (K-I)

- Name three activities done by the office nurse (e.g., give shots, take temperatures, keep records, prepare patient for doctor's examinations). (K-I)

- List the different time schedules of nurses and tell how they could affect their family lives (e.g., working mother with children). (K-III)

JOBS AND EMPLOYMENT

Career Cluster: MEDICAL & BIOLOGICAL SCIENCES

Occupation: REGISTERED NURSE

- Describe the variety of duties a nurse may have (e.g., administer medicine, carry out a medical plan prescribed by a doctor, keep patients' health progress records, assist in therapy or rehabilitation of patients, help maintain favorable environment for recovery, instruction of students, education in prevention of illness, engage in research). (K-I)
- List the various types of nurses (e.g., hospital, private, doctor office, public health, school, nurse educators, industrial). (K-I)
- Choose two types of nurses and compare and contrast their duties in an oral or written report. (K-IV)
- Determine the qualifications and requirements for becoming a registered nurse in your state (e.g., by writing a local nursing school) and report findings. (K-I) (Act.)
- Choose from a list of college subjects those needed for a nursing degree. (K-I)
- To demonstrate an understanding of equipment used by nurses, describe the uses of a stethoscope, thermometer, syringe, blood pressure indicator, and microscope. (K-II)
- To demonstrate an appreciation of the importance of one task a nurse does, describe why and how surgical instruments are sterilized. (Aff.-II) (Act.)
- List different specialties that a hospital nurse may enter (e.g., pediatics, geriatrics, psychiatrics, orthopedics, surgical, obstetrics, rehabilitation). (K-I)
- List the personal advantages and disadvantages of being a nurse (e.g., advantages--many job opportunities, respect in community, helping people; disadvantages--irregular hours, hard and tiring work, may work nights, weekends, and holidays). (K-VI)

MEDICAL & BIOLOGICAL SCIENCES - REGISTERED NURSE (Continued)

- Describe the implications for you if your mother or father worked as a nurse. (K-III)
- Tell how what you learn in school (e.g., science, mathematics, English) will help if you want to become a nurse. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

TECHNICAL

Occupation:

COMPUTER PROGRAMMER

- Describe the job duties of a programmer (e.g., prepare flow charts, write programs). (K-II)
- List places where the programmer might be employed (e.g., schools, businesses, government, research firms). (K-I)
- List the skills needed by the programmer (e.g., mathematics, logic, ability to attend to detail). (K-I)
- Be aware that programmers do not work regular hours and explain how this affects their life styles. (K-I)
- Describe the places where a programmer could receive his or her training (e.g., community college, four-year college, technical school, on the job). (K-I)
- Explain why there will be an increase in the number of programmers needed in the next decade. (K-II)
- Recognize that a programmer may need knowledge of different types of computers and computer languages and explain why. (K-II)
- List the types of specialization of programmers (e.g., business, scientific, systems, etc.). (K-I)

JOBS AND EMPLOYMENT

Career Cluster: TECHNICAL

Occupation: DENTAL HYGIENIST

- List the activities of a dental hygienist (e.g., clean teeth, apply treatments (fluoride), keep dental records and charts, take and develop X-rays, sterilize instruments, mix filling compounds, assist dentist, advise and teach dental health). (K-I)

- Name places that employ dental hygienists (e.g., dental offices, schools, public health, industrial plants, clinics, hospitals, dental hygienist schools, armed services). (K-I)

- Find out state requirements for licensing of dental hygienists (two or four years at an accredited school), by writing to state agency and presenting findings in written form. (K-II) (Act.)

- List local schools that offer training in dental hygienics and compare and contrast their programs. (K-IV)

- Explain to the class the difference between a decayed and a healthy tooth and tell how a hygienist helps keep teeth healthy. (K-IV) (Aff.-II)

- List the personal advantages (e.g., good pay, work with people) and disadvantages (e.g., stand on feet all day, exposure to colds) of being a dental hygienist. (K-VI)

- Describe how science and language arts are useful to a dental hygienist. (K-II)

- Describe what a typical day for a dental hygienist would be like. (K-II)

- Identify personal characteristics which a dental hygienist should have (e.g., get along well with people, manual dexterity, set a personal example for proper tooth care). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

TECHNICAL

Occupation:

DRAFTSMAN

- Describe what a draftsman does (e.g., translate ideas, rough sketches, specifications and calculations of engineers, architects, and designers; make the working plans to make a product). (K-II)

- List qualifications necessary for a draftsman (e.g., manual dexterity, ability to see objects in three dimensions, good hand-eye coordination, ability to draw technically, ability to read specifications). (K-I)

- Create an example of a plan that a draftsman might make (e.g., a two dimensional drawing of floor plan to scale). (K-V) (Act.)

- To demonstrate one of the activities of a draftsman, make a scale drawing of an object showing rear elevation, side elevation, and front elevation. (K-III) (Act.)

- Relate the need for draftsmen to the increasingly technological nature of society. (K-III)

- Discuss why the draftsman's work is valuable in the production of products. (Aff.-II)

- Describe the setting in which a draftsman works (e.g., indoors, at a large drafting table). (K-II)

- Demonstrate how two of the following are used by a draftsman: compass, protractor, triangle, T-square. (K-II) (Act.)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
TECHNICAL	MEDICAL LABORATORY ASSISTANT

- Describe the job of the medical laboratory assistant (e.g., assist the technologist in conducting routine tests, processing samples, keeping records, etc.). (K-II)

- Describe the education of the laboratory assistant (e.g., high school, post high school specialized studies, on-the-job training). (K-I)

- Report on the likelihood of advancement for a medical laboratory assistant and what is required for advancement. (K-I)

- Report on the skills needed of a laboratory assistant (e.g., able to follow directions, report results, keep records). (K-I)

- List three specialized areas of medicine which employ laboratory assistants (e.g., bacteriology, parasitology, hematology, serology, etc.). (K-I)

- Discuss the working hours of a laboratory assistant and their influence on life style (e.g., may be irregular according to the amount of work and when it is to be done, less security because of irregular salary). (K-IV)

- Tell how/why a laboratory assistant uses the following: microscope, slides, test tubes, special clothing. (K-II)

- Name three places where the laboratory assistant may be employed (hospital laboratory, doctor's office, independent laboratories, clinics, etc.). (K-I)

- Describe why the work a laboratory assistant does is important (e.g., provide data to doctors for diagnoses). (K-III) (Aff.-II)

JOBS AND EMPLOYMENT

Career Cluster:

TECHNICAL

Occupation:

PHOTOGRAPHER AND
PHOTOGRAPHIC LABORATORY WORKER

- Describe the various tools and equipment used by the photographer (e.g., motion and still cameras, lenses, filters, lights, meters, developing equipment). (K-II)
- Report on the training needed by photographers (e.g., dark room techniques, composition, uses of different types of film and cameras, make-up, props, etc.). (K-II)
- List the variety of training facilities for professional photographers (e.g., on the job, colleges and universities, trade schools, technical institutes, correspondence courses). (K-I)
- Compare and contrast the various specializations a photographer might choose (e.g., commercial, scientific, sports, news, portraits, educational, etc). (K-IV)
- Describe three places a photographer might work (e.g., studio, laboratory, undersea, aerial, newspaper, governmental agency, fashion industry, hospital, etc.). (K-II)
- Recognize that photographers must usually purchase and maintain the tools of their trade. (K-I)
- Report on the personal and physical requirements of a photographer (e.g., manual dexterity, good eyesight and color vision, artistic ability, imagination, pleasant personality, ability to put people at ease). (K-II)
- Recognize that professional photographers have had long term interest in photography, often beginning as a hobby in their youths. (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
TECHNICAL	SANITARIAN

- Describe the duties of a sanitarian (e.g., public health inspections of hotels, restaurants; administer environmental health programs). (K-II)
- Describe the training and education needed to become a sanitarian. (K-II)
- Tell where the sanitarian's office is in the local area and describe this local sanitarian's specific duties. (K-II)
- Discuss factors which may lead to an expansion of the sanitarian's job (e.g., new emphasis on ecology, pollution control, etc.). (K-III)
- Describe the possible advancement opportunities and salaries of a sanitarian. (K-II)
- Discuss the importance of a sanitarian to society. (Aff.-II)
- Describe the type of person who might be best suited to become a sanitarian. (K-IV)
- Describe the type of person who would not enjoy the job of a sanitarian. (K-IV)
- Describe how a person, while still in school, could prepare for the occupation of sanitarian. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
TECHNICAL	SURVEYOR

- Describe the duties of a surveyor (e.g., provide information for construction of buildings and highways, accurately measure and record contours of the land, determine boundaries, make maps and charts). (K-II)

- List the employers of surveyors (e.g., government agencies; engineering, architectural, and construction firms; oil industry). (K-I)

- Define the following terms: transit, altimeter, level, surveyor's chain, elevation, contour map, directional compass. (K-I)

- Show how a surveyor takes measurements and prepares maps by measuring and mapping an area of the school playground. (K-II) (Act.)

- Describe the setting a surveyor works in and possible advantages and disadvantages of that setting (e.g., outside, fresh air and activity, bad weather). (K-IV)

- Tell what school subjects are useful to surveyors and why (e.g., mathematics, drawing). (K-III)

- Recognize that a surveyor usually works as part of a team and that his work may take him away from his home area. (K-I)

- Describe the entrance requirements for being a surveyor. (K-II)

- Explain how the demand for surveyors is affected by the growing concern for ecology. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS ADMINISTRATION

Occupation: ACCOUNTANT

- Tell what an accountant does in his work (e.g., keep and review business records of expenses and income, prepare budgets, write reports, prepare tax forms). (K-I)

- Describe where an accountant works (e.g., private industry, self-employed, governmental agencies, teaching institutions). (K-I)

- Describe at least one way accountants help businesses and/or people. (K-II)

- Define the meanings of profit, loss, cost, taxes, budget. (K-I)

- To demonstrate how an accountant prepares a financial report, prepare a record showing how much money came in (e.g., from an allowance) and what it was spent for in a given time period. (K-III)

- Describe how the work conditions of an accountant (e.g., good salary, long hours, pressure, busy during winter) affect his life style (e.g., no winter vacations, may have to work at night, etc.). (K-III)

- List the different types of equipment that might be used by an accountant (e.g., computers, adding machines, calculator, business machines). (K-I)

- To demonstrate how accountants review records, examine records of class money spent and determine whether or not the records are correct. (K-III) (Act.)

- Tell how mathematics and English are necessary to accountants in doing their work. (K-II)

- Distinguish between the activities of corporate and public accountants. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS ADMINISTRATION	ADVERTISING WORKER

- Describe the variety of jobs an advertising worker might do (e.g., art, copywriter, manager, salesman). (K-I)

- List the media where advertising can be found (e.g., TV, radio, newspapers, magazines, billboards and signs). (K-I)

- Explain the purpose of advertising (e.g., to make product known to the public, to persuade to buy, informational). (K-II) (Aff.-II)

- To identify how advertisers use persuasive words, collect newspaper or magazine ads and circle the persuasive words. (K-II) (Act.)

- Compare and contrast ads in different media (e.g., TV, magazines) in terms of the kinds of work involved in producing them. (K-IV)

- To appreciate the amount of advertising in daily life, keep a day's log and record the number of ads seen or heard. (Aff.-II) (Act.)

- To demonstrate an understanding of the inter-relationship of advertising workers' work, write and illustrate an "ad" for a product. (K-III) (Act.)

- Describe two personal advantages and disadvantages of being an advertising worker. (K-VI)

- Tell how the work conditions of advertising work (e.g., long hours, pressure, informal setting, etc.) would affect the worker's life. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS ADMINISTRATION	AIRLINE PILOT

- Tell what a pilot has to do for a flight other than fly the plane (e.g., check weather, plan flight, check engines, compute flying time). (K-I)

- Tell who works on a commercial airplane besides a pilot (stewardess, copilot, flight engineer, steward) and describe how their tasks relate to the pilot's tasks. (K-II)

- Given pictures of different types of aircraft that a pilot might fly, describe what each is used for. (K-II)

- Identify the following: control tower, landing lights and instrument systems. Explain why they are important for a pilot. (K-II)

- Tell two things which might be liked and/or disliked about being an airplane pilot (e.g., good pay versus routinely flying same route). (Aff.-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS ADMINISTRATION	MANUFACTURING INSPECTOR

- Describe the job duties of the inspector (e.g., to inspect, approve or disapprove manufactured goods). (K-I)

- List three places where an inspector might be employed (e.g., auto plant, TV manufacturer, food production plant, textile mill, etc.). (K-I)

- List three products which an inspector would be likely to have inspected (e.g., cars, radios, clothing, watches, cameras, furniture, etc.). (K-I)

- Discuss the significance of the inspector's job (e.g., public safety, health, etc.). (Aff.-II)

- Recall how a person becomes an inspector (i.e., on-the-job training, advancement from semiskilled to skilled). (K-I)

- Report on the skills an inspector needs (e.g., good health, eyesight, ability to read blueprints, ability to follow directions and concentrate on detail) and explain why these are necessary. (K-II)

- Discuss the inspector's working hours (i.e., morning, evening, and night shifts) and how they may influence his life style. (K-III)

- Describe the working conditions of the inspector and how they may vary according to type of goods being manufactured. (K-II)

- List equipment which may be used by an inspector (e.g., gauges, hand tools, micrometers, etc.). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS ADMINISTRATION	MARKETING RESEARCH WORKER

- Describe tasks a marketing research worker may do (e.g., collect, analyze, and interpret information, prepare reports and recommendations on marketing matters). (K-I)

- List two ways to become a marketing research worker (i.e., college degree, experience). (K-I)

- Identify from a list of college subjects those needed by a marketing research worker (e.g., psychology, economics, English, electronic data processing, statistics). (K-I)

- List four different employers of market researchers (e.g., universities, research centers, manufacturing companies, advertising agencies, marketing research companies, radio and TV centers, government agencies, newspapers). (K-I)

- To appreciate one task a marketing researcher does, conduct a survey of two classes on their attitudes to a specific consumer item and examine the results of the survey. (K-II) (Act.)

- To gain experience in how marketing researchers work with statistics, collect data on how friends spend their allowances, and present results in written form. (K-III) (Act.)

- To understand how market researchers make predictions and recommendations, count the number of pieces of paper used in the classroom for five consecutive days, analyze the data, and predict the amount of paper that will be used on the sixth day. (K-II) (Act.)

- Show awareness of how a market researcher helps businessmen and consumers by explaining what might happen if a business developed a product without first testing the market. (Aff.-II)

- Describe the day-to-day work setting and common activities of a market research worker (e.g., work in office, supervise others, etc.). (K-I)

BUSINESS ADMINISTRATION - MARKETING RESEARCH WORKER (Continued)

- Identify how language arts and arithmetic help a marketing research worker perform his tasks. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS ADMINISTRATION	PERSONNEL WORKER

- Identify what a personnel worker does (e.g., recruit and hire, counsel employees, interview job applicants, classify jobs, plan wage and salary scales, develop safety programs). (K-I)

- Tell what types of employers hire personnel workers (e.g., department stores, private industries, banks, universities and colleges, employment agencies, government offices). (K-I)

- List qualities desirable for a personnel worker (e.g., speak and write effectively, ability to work with people). (K-I)

- Describe what a person must do to become a personnel worker. (K-II)

- Conduct a mock job interview with another student in order to demonstrate one task of a personnel worker. (K-III) (Act.)

- To understand the role of a personnel worker as an arbitrator, role play the arbitration of a classroom dispute. (K-III) (Act.)

- Interview and assign certain classroom jobs (windows, papers, etc.) to students in the class. (K-I) (Act.)

- To demonstrate an understanding of the record-keeping tasks of a personnel worker, keep performance records of assigned classroom jobs and evaluate job performance. (K-III) (Act.)

- Describe how what is learned in school is applicable to personnel work (e.g., English, writing). (K-II)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS ADMINISTRATION

Occupation: PURCHASING AGENT

- Describe the duties of a purchasing agent. (K-II)
- Relate the job qualifications for the position of purchasing agent to an individual's educational background. (K-I)
- Interview the local school district's purchasing agent and identify three specific duties he or she performs. (K-III) (Act.)
- List the personal advantages and disadvantages of being a purchasing agent (e.g., advantages--35 to 40 hr. week, good advancement; disadvantages--advancement limited to workers with a good educational background, time pressures). (K-VI)
- Analyze the job opportunities for purchasing agents and report the findings. (K-IV)
- To demonstrate knowledge of how a purchasing agent carries out his job, role play a business discussion between a purchasing agent and a salesman. (K-VI) (Act.)
- Given a sample company, explain the role of the purchasing agent. (K-V)
- Describe the work conditions and setting of a purchasing agent. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS, SALES

Occupation: HOTEL/MOTEL MANAGER

- Identify and define the duties of a hotel/motel manager (e.g., responsible for services and maintenance; set room rates; coordinate kitchen, front office, and dining room). (K-II)
- Describe the qualifications necessary to become a manager of a hotel/motel (e.g., special training at 2-year or 4-year college; experience in working in hotel/motel). (K-II)
- Prepare a list of personal advantages and disadvantages of being a hotel/motel manager. (K-VI)
- Identify job opportunities within the community for a hotel/motel manager, and report these findings (e.g., by interviewing a hotel/motel manager). (K-I)
- Discuss the implications of a hotel/motel manager's responsibilities and schedule for his personal life and life style. (K-III)
- Describe a career pattern for a hotel/motel manager (e.g., start as assistant, get more responsibility, manage small unit, manage big hotel/motel). (K-II)
- Compare and contrast the manager's role in three types of hotel/motels (commercial, residential, and resort). (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS, SALES	SALESMAN

- Compare and contrast different types of salesmen (e.g., auto, real estate, retail, insurance, etc.) in terms of: a) the products they sell, and b) their tasks. (K-IV)

- List places where you could find a salesman doing his job (e.g., department store, house, office, street). (K-I)

- Tell what abilities are needed by a salesman (e.g., knowledge of the product they are selling, ability to work with money, keep records, persuasiveness, communication skills). (K-I)

- Discuss the fact that a salesman may work odd hours and tell how this could affect his family life. (K-III)

- Describe the activities of a salesman whom you know or know about (e.g., where he is, what he is doing, etc.). (K-II)

- Name qualities needed by a salesman (e.g., understand the needs of customers, readiness to assist, ability to communicate, desire to please customer). (K-I)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS, SALES

Occupation: SALESMAN

- From a given list, underline those duties performed by salesmen. (K-I)
- Describe the responsibilities of a salesman when dealing with customers (e.g., explain costs, function of product, demonstrate, etc.). (K-II)
- Demonstrate techniques of salesmanship used by salesmen (e.g., approach, sales pitch, etc.). (K-III) (Act.)
- Describe the personal qualifications for becoming a salesman (e.g., tactful, well groomed, take initiative, be aggressive, enjoy people, enjoy active work, etc.). (K-II)
- Assess the personal advantages and disadvantages of being a salesman (e.g., advantages--work with public, job potential; disadvantages--salary by commission, long hours and holiday work). (K-VI)
- Compare and contrast the variety of sales positions in the area. (K-IV)
- Given a list of organizations, businesses, and industries in the area, identify those where salesmen are employed. (K-I)
- Discuss the implications for one's personal life of being a salesman (e.g., may be away from home a lot, may be able to buy goods at discount). (K-III)
- Describe the steps a person would go through to become a salesman. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS - CLERICAL

Occupation: AIRLINE STEWARD/STEWARDESS

- List personal advantages and disadvantages of airline steward/stewardess (e.g., advantages - see new places, meet interesting people, 14 days off per month; disadvantages - must remain pleasant in dealing with difficult people; must be efficient; work nights, holidays and weekends; strenuous and tiring work; element of risk). (K-VI)
- Report on the training schools and necessary requirements for being an airline steward/stewardess. (K-II)
- Describe the many duties an airline stewardess will do on an average flight. (K-II)
- Identify three problems stewards/stewardesses must be prepared to cope with (e.g., babies, illness, hijacking, irate passengers). (K-I)
- Select from a list of skills and attributes those particularly needed for an airline stewardess (e.g., well groomed, attractive, poised, tactful, resourceful, pleasant speaking voice, prepared for emergency, foreign language needed for overseas flights). (K-I)
- Compare and contrast the tasks of a stewardess on a short commuter flight and on a long overseas flight. (K-IV)
- Discuss the implications of being a stewardess for a person's life style. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	Occupation:
BUSINESS - CLERICAL	AIRLINE TICKET CLERK

- Report that airline clerks sell tickets, weigh luggage, check schedules. (K-I)
- List three personal qualities needed by a ticket clerk (e.g., pleasing personality, well groomed, pleasant voice, ability to communicate and handle customer relations) and explain why these qualities are desirable. (K-II)
- List three skills needed by the ticket clerk (e.g., ability to read and interpret schedules, handle money, weigh luggage). (K-I)
- Tell how the family life of an airline ticket clerk may be influenced by shift work. (K-III)
- Report on the training needed by an airline clerk (e.g., high school, on the job). (K-II)
- Recognize that airline clerks wear uniforms designating the airline for which they work. (K-I)
- Tell how the leisure activities of airline clerks may be affected by their job (e.g., free travel on the planes for airline employees). (K-II)
- Report reasons why there might be an increase in the number of airline ticket clerks needed. (K-I)
- Describe where an airline ticket clerk works (i.e., in the airport, or in ticket offices). (K-II)
- Report that salary increases for airline ticket clerks come with experience, and discuss the frequency of increases. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

BUSINESS - CLERICAL

Occupation:

BANK CLERK/TELLER

- Describe the variety of jobs a bank clerk or teller should be able to do (e.g., handling cash transactions (deposits, withdrawals, payments), operating business machines, filing, issuing checks, bookkeeping). (K-II)
- List the qualities necessary for a bank clerk or teller (e.g., like people, able to work with figures, pleasant appearance, knowledge of business machines). (K-I)
- Define the meaning of the following terms: loan, interest, finance, debit, credit, withdrawals, deposits. (K-I)
- List the services offered at a bank that a teller is concerned with (e.g., checking accounts, savings accounts, loans, safety deposit boxes, issuing travelers checks, issuing cashiers checks). (K-I)
- Describe the purpose of the business machines found in a local bank (e.g., adding machine, bookkeeping machine, check writer, sorting machine, computer, calculator, coin sorter, photographic recording equipment, cancelling machine). (K-II)
- Explain the difference between a bank and a savings and loan association. (K-II)
- Describe the work setting and conditions of a bank teller's job. (K-II)
- Describe the typical pattern of advancement of a bank teller. (K-II)
- Tell how a person can become a bank teller. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	BOOKKEEPER

- Identify the jobs performed by bookkeepers. (K-I)
- Report on the duties performed by a bookkeeper in a small business. (K-II)
- To demonstrate an understanding of the duties performed by a bookkeeper, maintain a simple journal and ledger on personal income and expenses for a month. (K-II) (Act.)
- List the qualifications for the occupation of bookkeeper (e.g., good with numbers, ability to concentrate on details, good eyesight, good eye-hand coordination). (K-I)
- Analyze the educational requirements and job opportunities for bookkeepers (e.g., high school diploma, mathematics, business machine use). (K-IV)
- Describe the tools and materials frequently used by bookkeepers. (K-I)
- Identify and describe the purpose of the equipment commonly used by a bookkeeper (e.g., calculator, typewriter, etc.). (K-II)
- Describe the work conditions of a bookkeeper's job (e.g., indoors, at a desk, etc.). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	CASHIER

- List three main tasks of a cashier (e.g., accept money, make change, give a receipt for payment). (K-I)
- List four places where a cashier can be seen at work (e.g., grocery, drug, retail stores, etc.). (K-II)
- List abilities that cashiers would need to possess in order to accomplish the jobs efficiently (e.g., work with money, read, operate machines) and why. (K-II)
- Identify two machines that a cashier would need to know how to operate (e.g., cash register, typewriter). (K-I)
- List three things a grocery cashier would need to know (e.g., prices of articles, how to give change, etc.). (K-I)
- Evaluate the effects of the working schedule of a cashier on the family life style (e.g., work evenings, days). (K-III)
- Report on the personal traits needed by a cashier (e.g., good personal appearance, pleasant manner, even disposition). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	CASHIER

- List the tasks of a cashier (e.g., accept money paid by customers, make change when necessary, give receipt for payment). (K-I)

- Identify and describe the use of machines commonly used by the cashier (e.g., cash register, accounting machines, change-dispersing machines, ticket dispensing machines). (K-II)

- List specific businesses in which cashiers are commonly found. (K-II)

- Identify the duties and qualifications necessary for becoming a cashier. (K-I)

- Analyze job opportunities for cashiers in the local area. (K-IV)

- Describe the impact of technology on the occupation of cashier. (K-III)

- Identify the means, other than currency, by which the consumer purchases products and services. (K-I)

- Compare and contrast the work conditions of a cashier in a retail store and a cashier in a business. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	COMPUTER OPERATOR

- List different jobs associated with the operation of computers. (K-I)

- Assess the importance of a computer operator's work by describing the role of computers in today's world. (K-III) (Aff.-II)

- Describe the tasks carried out by a computer operator. (K-II)

- List the personal advantages and disadvantages of being a computer operator (e.g., advantage--high beginning salary; disadvantage--late night shifts). (K-VI)

- Describe the entry requirements and working conditions of a computer operator. (K-II)

- Analyze the job potential for computer operators. (K-IV)

- Relate the tasks of a computer operator to the process of running a computer program. (K-III)

- Describe the implications of a computer operator's job for his life style (e.g., odd shifts, night and weekend work, etc.). (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	Occupation:
BUSINESS - CLERICAL	HOTEL WORKER

- Report on the different types of occupations available in a hotel (e.g., maid, bellboy, cook, desk clerk, doorman, etc). (K-II)

- Tell where hotel workers may obtain specialized training for their jobs. (K-I)

- Identify the hotel jobs that do not need specialized training, and those that do. (K-II)

- Tell the duties of a bellboy (e.g., deliver luggage to rooms, perform errands, etc.). (K-I)

- Recognize that many persons working in a hotel frequently change job locations and explain why. (K-II)

- Tell why a hotel worker's appearance needs to be neat and clean, and why he usually wears some type of uniform for identification. (K-II)

- Discuss duties that hotel workers have in common (e.g., a successful hotel worker is ready to assist the hotel guests with needed information concerning the attractions of the local area). (K-IV)

- Describe the duties of the desk clerk (e.g., meeting and registering guests, issuing keys, handling mail, bookkeeping, etc.). (K-I)

- Report how the home life of hotel workers may be influenced by their working hours. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:

BUSINESS - CLERICAL

Occupation:

OFFICE MACHINE OPERATOR

- List three types of office machine operators (e.g., billing, bookkeeping, adding, mail preparing and handling, tabulating). (K-I)
- Report on the type of work done by one type of office machine operator (e.g., billing operator would prepare bills for customers). (K-IV)
- List places where training may be obtained in the operation of business machines (e.g., high school, vocational and business schools). (K-I)
- Identify places an office machine operator might work (e.g., school office, bank). (K-I)
- Identify the office machines used in the school office and describe their uses. (K-I)
- List physical abilities needed by office machine operators (e.g., finger dexterity, good eye-hand coordination) and explain why they are necessary. (K-II)
- Recognize that promotion for office machine operators comes with experience and skill. (K-I)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS - CLERICAL

Occupation: POSTAL CLERK

- List the duties that a postal clerk does in his job (e.g., sells stamps and money orders, weighs packages, collects mail, processes mail, sorts mail). (K-I)
- List some of the qualities needed for work as a postal clerk (e.g., stamina, good health, good memory, eye-hand coordination). (K-I)
- Describe some of the equipment used by postal clerks (e.g., scales, cancelling machine, sorting bins). (K-II)
- Give examples of different classes of mail (e.g., first class letters, second class papers, third class circulars and fourth class books). (K-II)
- To understand the path a letter takes, trace a letter from a mail box to the addressee. (K-III)
- Describe the work conditions of a postal clerk (e.g., on feet, at desk, window, may have to cope with lines of people). (K-II)
- Tell what the five numbers of the ZIP code represent and how they help the postal clerk. (K-II)
- To understand how much the postal service is used, interview a postman and find out how much mail he handles daily and how this may vary seasonally. (K-II) (Act.)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	RAILROAD CLERK

- List what a railroad clerk does (e.g., sell tickets, keep track of railroad cars, do business with freight shippers). (K-I)

- Describe where a railroad clerk works (e.g., freight yards, ticket office, company office). (K-II)

- Tell what qualities and abilities are needed by railroad clerks (e.g., like paper work, ability to work with figures, like to work with people). (K-II)

- List the different types of railroad cars that a railroad clerk keeps track of (e.g., refrigerator; cattle; automobile; regular freight cars; tankers (gas, milk, oil); passenger; dining; commuter). (K-I)

- Analyze the employment outlook for railroad clerks (e.g., by noting how many passenger trains go through a local station each day, compared to how many passed through 20 years ago). (K-IV)

- Describe the extent of use of the railroad in the local area (i.e., freight and/or passenger). (K-II)

- Describe the work conditions of a railroad clerk's job (e.g., on feet, noisy environment, etc.). (K-II)

- Explain why there are fewer railroad clerks in small towns or rural areas (e.g., decrease in amount of train travel, people buy tickets on train or from machines). (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	SECRETARY

- Tell what tasks a secretary performs (e.g., take dictation, transcribe notes, answer mail, make appointments, answer phone, keep files). (K-I)

- List the many kinds of employers that use secretaries (e.g., offices in industry, schools, medical offices, lawyers, manufacturing plants, government agencies, banks). (K-I)

- Describe an ideal secretary (e.g., ability to spell, good grammar, ability to type and take shorthand, pleasant personality, tact and patience, poise, good memory). (K-II)

- Demonstrate how a secretary answers the telephone, including telephone courtesy, voice, identification of speaker. (K-III) (Act.)

- Demonstrate how a secretary takes a telephone message (e.g., from a classmate). (K-III) (Act.)

- Identify the parts of a letter: date, address, salutation, body, complimentary close. (K-I)

- Describe the purpose of the many types of office equipment a secretary may use (e.g., typewriter, dictaphone, copy machine, adding machine, filing cabinet, addressing machine). (K-I)

- Tell what a person must do to become a secretary. (K-II)

- Describe the work conditions and setting of a secretary. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
BUSINESS - CLERICAL	SECRETARY

- Compare and contrast the work of secretaries in various settings (e.g., small office, large corporation, government office, etc.). (K-IV)

- Describe, in detail, the work tasks of one type of secretary. (K-II)

- Describe the basic educational requirements for becoming a secretary (i.e., high school diploma, knowledge of typing, shorthand, well organized, etc.). (K-II)

- Analyze the current job opportunities for secretaries (e.g., by reviewing the classified ads of a local newspaper and visiting a personnel office, etc.). (K-IV)

- Describe the different kinds of businesses employing a secretary (e.g., by writing to the Institute for the Certifying of Secretaries) and report findings. (K-II)

- Report on the effects on the job outlook for secretaries of new inventions in today's world which now mechanically perform some of the same duties as a secretary. (K-III)

- List the personal advantages and disadvantages of being a secretary (e.g., advantages - work with people, strong job outlook; disadvantages - low initial pay, routine work). (K-VI)

- Describe the work conditions of a secretarial job (e.g., at a desk, interact with people, etc.). (K-II)

- Tell two ways a secretary can significantly facilitate the functioning of an office (e.g., knowing where papers are filed, keeping track of appointments, making arrangements for conferences, etc.). (K-I)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS - CLERICAL

Occupation: SHIPPING AND RECEIVING CLERK

- List the duties of a shipping and receiving clerk (e.g., keep records like bills of lading; ship and receive merchandise; check weight and postal rates; prepare shipping forms; check addresses; direct loading and unloading of merchandise; check correct filling of orders). (K-I)
- Describe where shipping and receiving clerks might be employed (e.g., most manufacturing firms, retail firms). (K-I)
- Describe qualifications and abilities needed by a shipping and receiving clerk (e.g., write legibly, have physical stamina and strength, able to work with figures, good memory) and explain why they are necessary. (K-II)
- Define the terms: fragile, loading platform, scales, fork lift, invoice, merchandise. (K-I)
- Analyze a shipping and receiving clerk's duties in a specific commercial establishment (e.g., supermarket, manufacturer). (K-IV)
- Describe the work conditions of a shipping and receiving clerk's job (e.g., mostly indoors, at a desk; may involve verifying, contact with people, etc). (K-II)
- List the personal advantages and disadvantages of the job of shipping and receiving clerk. (K-VI)

JOBS AND EMPLOYMENT

Career Cluster:

BUSINESS - CLERICAL

Occupation:

TELEPHONE OPERATOR

- Differentiate between two types of telephone operators (e.g., telephone and PBX). (K-II)
- List the tasks done by a telephone operator (e.g., reverse charges, locate individuals, call police, assist blind persons in dialing). (K-I)
- List two places where a telephone operator might work (e.g., telephone company office, switchboard of a business). (K-I)
- Name qualities needed by a telephone operator (e.g., like to serve public, be pleasant and courteous under all circumstances, able to sit in a confined area). (K-I)
- List skills needed by a telephone operator (e.g., rapid reading, good memory, pleasant voice, good vocabulary, good diction) and explain why. (K-II)
- Discuss how the life style of an operator may possibly vary according to hours worked (e.g., night - day). (K-III)
- Give an example of how an operator handles an emergency situation, such as a fire. (K-II)
- Describe circumstances when a person might need the services of a telephone operator. (K-I)
- Explain how a person could obtain the services of a telephone operator. (K-I)
- List a sequence of promotions of a telephone operator (e.g., operator, supervisor, chief operator). (K-I)

JOBS AND EMPLOYMENT

Career Cluster: BUSINESS - CLERICAL

Occupation: TELEPHONE OPERATOR

- List ways a telephone operator helps a customer (e.g., completing a call, reversing charges, giving information, calling police or fire department, assisting a blind person, arranging a conference call). (K-I)
- Describe the similarities and differences between a switchboard operator and an operator employed by the telephone company. (K-IV)
- To gain a better understanding of job opportunities, list and define the types of operators who work for the telephone company (e.g., central office operators, long distance operators, information, etc.). (K-I)
- Identify the qualities and skills necessary to become a telephone operator (e.g., pleasing voice, high school education, English, business arithmetic, like to serve the public, pleasant and courteous, able to sit in a confined area, rapid reading ability, good memory, good vocabulary, good grammar, good diction). (K-I)
- List advantages and disadvantages of being a telephone operator (advantages - meeting new people, fringe benefits; disadvantages - long hours, night and holiday work). (K-VI)
- Describe why it is important for an operator to be courteous. (K-II)
- Tell how an operator computes the cost of a call. (K-II)
- Describe the different types of operator-assisted calls (e.g., ship-to-shore, mobile, satellite, transcontinental, etc.). (K-II)

JOBS AND EMPLOYMENT

Career Cluster: MECHANICS, INDUSTRIAL TRADES

Occupation: AIRPLANE MECHANIC

- List the duties of an airplane mechanic (e.g., make emergency and major repairs, periodic aircraft inspection, replace damaged or worn parts). (K-I)
- Describe the training and skills needed to be an airline mechanic. (K-II)
- Identify the parts of an airplane that a mechanic is concerned with (e.g., fuselage, wings, landing gear, engines, instruments, etc.). (K-I)
- List and describe the use of different kinds of tools an airplane mechanic uses in his work (e.g., screwdrivers, wrenches, pliers, magnetic and black light inspection equipment and computers). (K-II)
- List advantages and disadvantages of being an airplane mechanic (e.g., advantages--good job opportunities, above average salaries, job security; disadvantages--must supply own tools, work in confined and cramped quarters, noisy conditions, importance of doing proper job). (K-VI)
- Underline from a list of qualifications those necessary to be a good airplane mechanic (e.g., manual dexterity, eye-hand coordination, depth perception, strength to lift heavy parts and tools). (K-I)
- Describe the setting where an airplane mechanic works (e.g., large hangar or workshop, noisy, drafty). (K-II)
- Describe the past and predicted employment outlook for airline mechanics. (K-II)
- Give two reasons why an airplane mechanic's work is important (e.g., amount of people relying on air travel; degree of danger of faulty planes). (Aff.-II)

JOBS AND EMPLOYMENT

Career Cluster: MECHANICS, INDUSTRIAL TRADES

Occupation: APPLIANCE REPAIRMAN

- Describe the variety of appliances servicemen repair. (K-II)
- Identify three different places of employment for an appliance repairman (e.g., manufacturer, service centers of retail stores, independent repair shops, gas and utility companies, in the home). (K-I)
- Tell where repairmen might receive training (e.g., trade schools, on the job, correspondence courses, high school, appliance manufacturers). (K-I)
- Identify courses available at a local high school or trade school that would be helpful to an appliance repairman (e.g., machine shop, beginning electricity, physics). (K-III)
- List advantages and disadvantages of an appliance repairman's life style (e.g., advantages--good pay, serve public; disadvantages--work with some risk (electrical shock), strenuous labor (lifting heavy machines)). (K-VI)
- Identify three skills useful for appliance repairmen (e.g., manual dexterity, operation of hand tools, basic science, read diagrams, etc.). (K-I)
- Describe a possible career pattern of an appliance repairman. (K-II)
- Give two reasons why a repairman must be careful in his work (e.g., avoid injuring himself, avoid breaking appliance). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	AUTO MECHANIC

- List the three main tasks of an auto mechanic (e.g., preventive maintenance, diagnose breakdowns, and make repairs). (K-I)
- Compare and contrast places where an auto mechanic might work (e.g., gas stations, auto dealerships, and independent repair shops). (K-IV)
- List possible leisure activities which would relate to an auto mechanic's work (e.g., racing, fixing cars, working with tools). (K-I)
- Visually identify some of the tools used by an auto mechanic (e.g., wrench, screwdriver, socket set, timing devices, etc.) and explain what he does with them. (K-II)
- List places where an auto mechanic might receive training (e.g., high school, on the job, vocational or technical schools). (K-I)
- List the skills needed to be a good mechanic (e.g., strength, manual dexterity, mechanical reasoning). (K-I)
- Describe a sequence of promotion for auto mechanics (e.g., apprentice, journeyman, foreman, service manager). (K-II)
- Identify one reason why auto mechanics are necessary to society (e.g., because of our dependence upon the automobile for transportation). (Aff.-II)
- Explain why auto mechanics have a special dress for their job (e.g., for protection and identification). (K-II)
- Summarize the employment opportunities for mechanics in the next decade. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	AUTO MECHANIC

- Compare and contrast the three main types of jobs of an auto mechanic (e.g., preventive maintenance, diagnose breakdowns, make repairs, replace parts). (K-IV)

- List four specialist types of auto mechanics (e.g., auto air conditioning, automatic transmission, front end, brake, radiator, glass). (K-I)

- Analyze the differences in training backgrounds of auto mechanics (e.g., by asking two or more auto mechanics how they received their training and comparing their responses). (K-IV)

- List the skills and personality traits needed by an auto mechanic (e.g., strength, manual dexterity, keeping in touch with changes in auto engineering, ability to work independently). (K-I)

- List materials needed for beginning auto mechanics (e.g., $200 to $300 for equipment, personal hand tools, uniforms). (K-I)

- Tell how an auto mechanic uses different hand tools (e.g., wrench, screwdriver, pliers) in his work. (K-III)

- Describe two places where auto mechanics work (e.g., service stations, garages, automobile agencies). (K-II)

- Identify advantages and disadvantages associated with being an auto mechanic (e.g., advantages - contact with people, variety of tasks, opportunity for self-employment; disadvantages - work in open-air settings, get dirty). (K-VI)

JOBS AND EMPLOYMENT

Career Cluster:

MECHANICS, INDUSTRIAL TRADES

Occupation:

COMPOSITOR

- Describe three jobs done by the compositor (e.g., hand-set type, machine-set type, proofread, photo engraving). (K-II)

- Compare and contrast three places where a compositor might be employed (e.g., newspaper, commercial printing, book and magazine printing, advertising agency). (K-IV)

- Tell where a compositor might learn his skills (e.g., trade school, high school print shop, on the job, business school, etc.). (K-I)

- Report on an advancement sequence of the compositor and on what advancement is based (e.g., helper, apprentice, journeyman). (K-II)

- Report on the necessary skills of the compositor (e.g., hand composition, page make up, lock up, line up, proof reading). (K-II)

- Explain what physical requirements are necessary for a compositor (e.g., good physical condition, ability to stand for long periods of time, lifting strength, etc.). (K-III)

- Tell how the family life of the compositor may be affected by his working hours (i.e., different shifts). (K-III)

- List three of the products produced, in part, by the compositor which are enjoyed by society (e.g., newspapers, comic books, texts, magazines, etc.). (K-I)

- Locate a text prepared by a compositor and explain how his work improved the appearance of the text. (Aff.-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	ELECTRICIAN

- Describe the different tasks an electrician does (e.g., assemble, install and test electrical fixtures, apparatus and wiring systems). (K-II)
- List types of electrical systems an electrician works on (e.g., heat, light, power, air conditioning, refrigeration). (K-I)
- Recognize the tools an electrician works with (e.g., pliers, screwdriver, brace and bit, hack saw, solderer). (K-I)
- Describe how an electrician's work is important (e.g., by telling how life would be different without electricity). (K-II) (Aff.-II)
- Describe the setting where an electrician might work. (K-II)
- Tell what training a person should have to be an electrician. (K-I)
- Describe how and why an electrician must take safety precautions when working with electricity. (K-II)
- Visit a construction site, interview an electrician, and explain to the class what you learned. (K-II) (Act.)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	MACHINIST

- Describe machinists' work (e.g., that machinists use machine tools to make metal parts). (K-II)
- List skills required by a machinist (e.g., read drawings and blue prints, use precision tools, operate machine tools, manual dexterity). (K-I)
- List the sequence of advancement for machinists (e.g., apprentice, on-the-job training, machinist, foreman, supervisor). (K-I)
- Describe the setting in which most machinists work (e.g., noisy factories, many people, extensive equipment, etc.). (K-II)
- Explain why machinists are necessary to society (e.g., because of our dependence upon machines). (K-II) (Aff.-II)
- List safety regulations that machinists must follow, and the reasons for them. (K-II)
- Explain why machinists have special dress and equipment required by their jobs (e.g., for protection). (K-II)
- Discuss the implications of machinists' working hours for their life styles, in terms of home life, leisure time, etc. (K-III)

JOBS AND EMPLOYMENT

Career Cluster: MECHANICS, INDUSTRIAL TRADES

Occupation: PRESSMAN

- List three types of businesses where the pressman may work (e.g., newspaper, magazine, book printing). (K-I)

- Describe the job duties of the pressman. (K-II)

- List two ways in which a pressman may receive his training (e.g., trade school, high school print shop, on the job, vocational school). (K-I)

- Identify the abilities needed by a pressman (e.g., mechanical aptitude, ability to visualize color, physical strength and endurance). (K-I)

- Discuss the pressman's working conditions (e.g., extensive noise from running machinery). (K-II)

- Report on the working hours of the pressman and how they may influence his home life. (K-III)

- List a sequence of promotion for the pressman (e.g., apprentice, journeyman, pressman-in-charge). (K-I)

- Describe the end products of the pressman's work and their importance to society (e.g., newspapers, books, texts, technical journals, recreational reading). (K-II) (Aff.-II)

- Compare the current number of job openings for the pressman with those 20 years ago and make predictions about future job prospects. (K-V)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	RELATED PRESS ACTIVITIES WORKER (LITHOGRAPHER, ETC.)

- List five lithographic occupations (e.g., cameraman, artist, stripper, plate maker, pressman). (K-I)

- Report on the end products of the people working in press activities (e.g., newspapers, books, texts, technical journals, recreational reading) and describe their importance to society. (K-II) (Aff.-II)

- List a sequence of promotion for those employed in lithographic occupations (e.g., apprentice to journeyman) and the likelihood of promotions. (K-I)

- List two ways in which those employed in lithographic occupations may receive their training (e.g., trade school, vocational school, on the job). (K-I)

- Tell what school courses might be advantageous to those who become employed in lithographic occupations (e.g., photography, mathematics, chemistry, physics, art) and why. (K-II)

- State the physical abilities which might be needed by those employed in lithographic occupations (e.g., mechanical aptitude, ability to visualize color, physical strength and endurance) and explain why each is needed. (K-III)

- Describe the setting where lithographers work. (K-II)

- List three types of businesses where those employed in lithographic occupations may work (e.g., newspapers, magazines, book printing, industry). (K-I)

- Report on the working hours of the lithographer and tell how they may influence his home life. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	TELEPHONE REPAIRMAN/CRAFTSMAN

- Describe two tasks a telephone repairman does on his job (e.g, construct, install, and maintain communications equipment). (K-II)

- Describe a sequence of advancement for the telephone repairman (e.g., installer, central office craftsman, engineering assistant, administrative staff worker). (K-I)

- List the skills needed by the telephone repairman (e.g., manual dexterity, good eyesight, good color vision, mechanical ability, etc.). (K-I)

- Tell how much training is needed by a telephone repairman and where it might be obtained (e.g., on the job, schools run by a telephone company, vocational schools, military). (K-I)

- Tell how the family life of the telephone repairman may be influenced by his working hours (i.e., different shifts). (K-III)

- List three tools used by the telephone repairman (e.g., screwdriver, drill, hammer, nails, saw, soldering iron, electronic meters, etc.). (K-I)

- Describe the settings where the telephone repairman may work (e.g., private homes, business, industry, in communication centers, etc.). (K-II)

- Tell the importance of a telephone repairman's work by describing two ways people would be affected if their telephones didn't work. (K-III) (Aff.-I)

- Explain why the employment outlook for telephone repairmen and craftsmen is likely to be good in the coming decades. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	T.V. & RADIO REPAIRMAN

- Describe the jobs done by the T.V. and radio repairman. (K-II)
- Tell how T.V. and radio repairmen use test instruments in their work to search for trouble. (K-II)
- Compare and contrast different places a T.V. and radio repairman might work (e.g., self-employed, service shops or stores, manufacture, in private homes). (K-II)
- List three places where a T.V. and radio repairman may receive his training (e.g., technical, vocational, high school, military). (K-I)
- Report on the knowledge a T.V. and radio repairman needs (e.g., mathematics, physics, electronics). (K-II)
- Describe physical skills needed to become a T.V. and radio repairman (e.g., good eye sight and hearing, manual dexterity, color vision). (K-I)
- Recognize that T.V. and radio repairmen have regular hours, but at times may make evening house calls. (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
MECHANICS, INDUSTRIAL TRADES	WELDER

- Describe the duties of a welder. (K-I)

- List information needed by a welder to perform his job (e.g., properties of steel, iron, bronze, aluminum, and the sequence of work). (K-I)

- Identify examples of instances where a welder is needed (e.g., production of metal products, repairing of broken parts). (K-II)

- Compare and contrast places where a welder could work (e.g., industry, in a factory, repair shop). (K-IV)

- List places where a welder could receive training (e.g., on-the-job, vocational or technical schools). (K-I)

- List a sequence of promotion for welders (i.e., apprentice, technician, foreman). (K-I)

- Describe why the skills of manual dexterity, good eye sight, and good eye-hand coordination are needed by a welder. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: CONSTRUCTION TRADES

Occupation: BRICKLAYER

- List four items constructed by bricklayers. (K-I)
- Describe the kinds of materials used by the bricklayer (e.g., concrete, stone, tile, brick, mortar). (K-II)
- List four tools used by bricklayers (e.g., trowels, levels, jointers, chisels) and describe how they are used. (K-II)
- Describe three situations in which bricklayers may work (e.g., new construction, sewer construction, alterations). (K-I)
- Describe a sequence of advancement for bricklayers (e.g., apprentice, journeyman, foreman, superintendent). (K-I)
- Discuss the working conditions of a bricklayer, and how they might affect his life style. (K-II)
- List the skills needed by a bricklayer (e.g., good physical condition, manual dexterity, eye for straight line and proportion). (K-I)
- List places where a bricklayer could receive training (e.g., on the job, trade school). (K-I)

JOBS AND EMPLOYMENT

Career Cluster: CONSTRUCTION TRADES

Occupation: CARPENTER

- Name the tools commonly used in roughing and finishing work by a carpenter and describe their use. (K-II)
- Describe the varieties of tasks carpenters do in a typical day. (K-II)
- List the personal advantages and disadvantages of being a carpenter (e.g., advantages - good pay, increasing job market; disadvantages - outdoor work, some risk, strenuous work). (K-VI)
- Identify the products of a carpenter's work (e.g., in a classroom). (K-I)
- Describe where a carpenter works. (K-II)
- Compare and contrast a carpenter's duties in building a new house with remodeling an old one. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster: CONSTRUCTION TRADES

Occupation: CARPENTER

- Compare and contrast a carpenter's duties in home construction, bridge or highway construction, and industrial maintenance. (K-IV)
- Identify and describe the use of hand and power tools commonly used by a construction carpenter (e.g., claw hammer, skill saw, etc.). (K-II)
- State why or why not it might be desirable to be a carpenter (e.g., reasonable hours, noisy working environment, physical labor). (Aff.-II)
- Describe the requirements for training, qualifications, and advancement of a carpenter. (K-II)
- Describe how a carpenter's work is influenced by geographical location and climate. (K-II)
- List personal advantages and disadvantages of being a carpenter (e.g., advantages - pride in job completed, specialization of job; disadvantages - climatic conditions, injuries/danger). (K-VI)
- Analyze the impact that industrial technology has had on the construction industry (e.g., use of plastics in place of traditional materials in construction, modular construction). (K-IV)
- Report on the potential for job opportunities, including self-employment, for carpenters in the area. (K-II)
- List or illustrate in order, the major steps in building a house (i.e., plans, foundation, sub-floor, framing, plumbing, electrical, windows, roofing, siding, interior, exterior, trim, paint). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

CONSTRUCTION TRADES

Occupation:

CEMENT MASON

- Recognize that the principal work of the cement mason is finishing the exposed concrete surfaces on many types of construction projects. (K-I)
- Describe four sites where cement masons might work (e.g., patio, sidewalk, dams, highways, foundations). (K-I)
- Describe the responsibilities of the cement mason (e.g., supervise laborers, direct pouring of concrete, level and finish surfaces). (K-II)
- List information needed by a mason to perform his job (e.g., types of cement, curing times, amount of cement needed). (K-I)
- Recall and list in order a sequence of advancement for masons (e.g., apprentice, journeyman, foremen, superintendent). (K-I)
- Discuss the fact that cement masons are dependent upon weather conditions (e.g., no work when raining) and explain why. (K-IV)
- List places where a cement mason could receive training (e.g., on the job, trade school). (K-I)
- List the skills needed by a cement mason (e.g., good physical condition, manual dexterity). (K-I)
- Describe the purpose of three tools used by cement masons (e.g., trowel, cement float, whip, etc.). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

CONSTRUCTION TRADES

Occupation:

CONSTRUCTION LABORER

- List three places where a construction laborer might work (e.g., building construction, highways, dams, pipelines, water and sewage projects). (K-I)
- List five jobs done by the construction laborer (e.g., load and unload materials, shovel and grade, stack and carry equipment, erect and dismantle scaffolding, clean up debris). (K-I)
- Explain why the construction business allows for part-time employment of construction laborers (e.g., students during summer vacations). (K-III)
- Summarize the qualifications for being a construction laborer (e.g., physical strength, ability to follow instructions). (K-II)
- Recognize that laborers have regular hours and discuss the implications of this for their personal life styles. (K-I)
- Describe the working conditions of a laborer and how laborers, at times, work in dangerous situations. (K-II) (Aff.-I)
- Describe how climate affects construction laborers' work. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
CONSTRUCTION TRADES	IRON WORKER

- Identify the geographical locations of the iron and steel industry on a map of the United States. (K-II)
- List and define common terms used in the production of iron (e.g., pig, tinplates, cast, etc.). (K-II)
- Research and illustrate the process of producing iron from raw materials to finished product. (K-II)
- To understand the value of iron in our everyday world, list goods that are by-products of the iron industry. (K-II) (Aff.-II)
- Recognize those jobs performed by an iron worker (e.g., keepers, blowers, melters, etc.). (K-I)
- Describe the specific tasks of one iron worker's job. (K-II)
- Report on the qualifications and job opportunities of an iron worker. (K-II)
- List the personal advantages and disadvantages of being an iron worker (e.g., advantages - fringe benefits, high salary; disadvantages - personal danger, night shifts, difficult working conditions). (K-VI)
- Describe the setting where an iron worker works (e.g., indoors, in a mill or factory; may be noisy and/or hot). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

CONSTRUCTION TRADES

Occupation:

PAINTER

- Describe what a painter does in his work. (K-II)
- List the steps a painter follows on a job (e.g., prepares surfaces, mixes paint, etc.). (K-I)
- Identify jobs performed by the painter. (K-II)
- Name those areas in a classroom which are painted (e.g., walls, doors, etc.). (K-I)
- List the personal advantages and disadvantages of being a painter. (K-VI)
- Describe two different places a painter works (e.g., inside a building, outside a building, in a new building, etc.). (K-II)
- Tell what a person must do to become a painter. (K-I)
- Tell why a painter usually wears special clothes. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
CONSTRUCTION TRADES	PLASTERER

- List three jobs done by plasterers (e.g., interior walls, exterior walls, cast ornamental designs). (K-I)

- List three tools used by plasterers (e.g., trowel, plumb line, hawk, straight edge). (K-I)

- Recognize that plasterers work regular hours. (K-I)

- Recall two places where plasterers might work (e.g., new construction, alterations, repair and maintenance of older buildings). (K-I)

- List a sequence of advancement for plasterers (e.g., journeyman, laborer, apprentice, foreman, superintendent). (K-I)

- Recognize that many plasterers may be self-employed, and discuss what this means for their leisure time and life styles. (K-III)

- List information and skills needed by a plasterer (e.g., properties of materials, use of tools, blueprint readings, application techniques). (K-I)

- List the skills needed by a plasterer (e.g., good physical condition, manual dexterity). (K-III)

- List places where a plasterer could receive training (e.g., on the job, trade school). (K-I)

- Report on the prospects for employment of plasterers. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: CONSTRUCTION TRADES

Occupation: PLUMBER

- Recognize that plumbers install, maintain, and repair piping necessary for sewage, heating, water, and refrigation. (K-I)
- Discuss where plumbers might be employed (e.g., contractors, self-employed, large industrial business, etc.). (K-II)
- List the skills needed by a plumber (e.g., good physical condition, manual dexterity, ability to read blueprints). (K-II)
- Discuss the implications of the fact that plumbers have regular hours but may have to make emergency calls at any hour. (K-III)
- Describe the purpose of three tools used by plumbers (e.g., wrenches, reamers, drills, brace and bits, etc.). (K-II)
- List a sequence of advancement for plumbers (e.g., laborer, apprentice, journeyman, foreman). (K-I)
- Describe conditions of employment for a plumber which may be undesirable (e.g., in sewage, under houses, confined spaces, uncomfortable positions). (K-I)
- Discuss possible dangers a plumber might encounter (e.g., heat, snakes, cold, height, fumes, etc.). (K-II) (Aff.-II)
- Compare a plumber's hourly rate of pay to those of any two other occupations. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: CONSTRUCTION TRADES

Occupation: PRODUCTION PAINTER

- Report on the tasks of a painter (e.g., apply paint, apply protective material, care for tools). (K-II)
- Describe the setting where the production painter might work (e.g., industrial business). (K-I)
- Indicate that most production painters work on some type of assembly line, and discuss the implications of this (e.g., stand on feet, work quickly, coordinate work with others, etc.). (K-III)
- Describe the tools used by the production painter (e.g., spray gun, brush, wrench, paint-mixing tools). (K-II)
- List the skills needed by the production painter (e.g., color vision, good eyesight, steady hands, capable of long periods on feet). (K-I)
- Describe the opportunities for advancement for production painters (i.e., limited but may become an inspector or foreman). (K-I)
- Report on the finished products of the production painter (e.g., automobile, furniture, household appliances, machinery). (K-II)
- List the hazards of being a production painter (e.g., paint fumes, cramped positions, dangerous chemicals). (K-I) (Aff.-I)
- Discuss the production painter's working hours and how they may influence his life style (i.e., morning, evening, and night shifts). (K-III)

JOBS AND EMPLOYMENT

Career Cluster: CONSTRUCTION TRADES

Occupation: ROOFER

- List three jobs of a roofer (e.g., apply roofing materials, water, and damp-proof walls and other building surfaces). (K-I)

- List three tools used to apply roofing (e.g., hammer, roofing knives, mops, pincers, calking guns) and describe how they are used. (K-II)

- Match the different kinds of specialized skills roofers need with the type of roof being installed (i.e., wood shingle roof requires hammering, trimming; hot tar roof may require mopping of a hot mix). (K-III)

- Describe a sequence of advancement for roofers (e.g., laborer, apprentice, journeyman, foreman). (K-I)

- Tell the working conditions of a roofer and describe their effects on a roofer's life style. (K-II)

- Discuss the dangers a roofer might encounter (e.g., heat, cold, height). (K-II) (Aff.-II)

- List the skills needed by a roofer (e.g., good physical condition, manual dexterity, ability to read blueprints) and explain why they are needed. (K-II)

- List places where a roofer may receive training (e.g., on the job, trade school). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

Occupation:

ASSEMBLY LINE WORKER

- List three items which may be assembled with manufactured parts (e.g., radios, cars, TV's, refrigerators). (K-I)
- Recognize the skills necessary to become an assembler (e.g., manual dexterity, good eyesight). (K-I)
- Describe working conditions of assembly line workers (e.g., stand or sit in one spot, do routine task repetitively, shift work). (K-II)
- Recognize that little formal training is required to become an assembly line worker. (K-I)
- List three tools which may be used by a line assembler (e.g., pliers, screwdriver, soldering iron, wrench). (K-II)
- Discuss possible dangers on the assembly line worker's job (e.g., moving belts and chains, chemicals), and describe the safety precautions that are taken. (K-II) (Aff.-I)
- Discuss the implications of technology for assembly line workers. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	BARBER

- List tasks performed by barbers (e.g., cut hair; give shaves, facial massage, and scalp treatments; style hair). (K-I)
- Name tools used by a barber (e.g., razor, scissors, comb, hair spray, etc.). (K-I)
- Summarize personal qualities needed by a barber in order to gain and maintain a steady clientele (e.g., courteous, well groomed). (K-II)
- Name the qualifications of a barber (e.g., license from state, usually must be at least 16 years of age, and have completed 8th grade). (K-I)
- Tell how a barber may be trained (e.g., in a public or private school, in a course which usually lasts between six and eleven months). (K-II)
- Report a possible sequence of advancement for a barber (e.g., barber school, shop work, manager and/or ownership of own shop). (K-I)
- Assess the need for barbers and factors influencing that need (e.g., longer hair styles for men may reduce frequency of need). (K-IV)
- Name the services becoming more in demand by the public, because of new hair styles (e.g., hair coloring, hair pieces, styling). (K-I)
- Discuss the implications of the barber's work schedule for home life and leisure time. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	BUS DRIVER

- Tell three types of bus drivers (e.g., inter-city, local, school). (K-I)

- List the specific jobs done by a school bus driver (e.g., drives children to and from school, drives for field trips, sees that safety regulations are enforced). (K-I)

- List requirements for being a school bus driver. (K-I)

- Tell the physical requirements needed to be a bus driver (e.g., good eyesight, hearing, coordination, etc.) and why they are important. (K-II)

- Compare the working hours of the various types of bus drivers and their effect on the family life of the driver (e.g., inter-city driver is away from home for days at a time). (K-IV)

- List skills that a bus driver needs (e.g., ability to make change, read, write, speak English, drive carefully). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

.Occupation:

CHEF, COOK

- List three places where a cook would work (e.g., restaurant, cafeteria, hospital, etc.). (K-I)

- Tell how the types of jobs done by a cook depend on where he works. (K-II)

- Compare skills needed by fry cooks to those needed by a large restaurant cook. (K-IV)

- List job assignments which a cook in a large restaurant could have (e.g., vegetable, pastry, roast, ordering of food, etc.). (K-I)

- Assess the effect of the working schedule on the family life style of a cook (e.g., work afternoons and evenings). (K-IV)

- Explain why good health is important to the cook's job. (K-II)

- List four qualities needed by a cook to perform his tasks well (e.g., cleanliness, ability to work under pressure, physical stamina, and keen sense of smell and taste) and explain why. (K-II)

- Identify three tasks accomplished by the school cafeteria cook (e.g., cook, package, purchase food). (K-I)

- Demonstrate the possible sequence of jobs for a cook (e.g., kitchen helper through head chef) through role play, art, or other related activities. (K-III) (Act.)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	CHEF, COOK

- Describe the kinds of places where chefs work (e.g., airlines, cafeterias, caterers, hotels, restaurants, coffeeshops, lunch stands). (K-II)
- List four ways to obtain training as a chef (e.g., vocational school, technical school, government programs, on-the-job experience). (K-I)
- Compare and contrast the job opportunities in rural and urban areas. (K-II)
- Outline a typical working day of a chef to demonstrate that periods of peak activity occur which correlate with people's eating habits. (K-II)
- Compare and contrast the responsibilities and duties of a chef in a large hotel versus a small town cafe. (K-IV)
- Tell how local health requirements influence a chef's work. (K-II)
- Give two reasons why a chef wears a uniform (i.e., cleanliness and health) (K-II)
- Explain the difference between a chef and a cook. (K-II)
- Describe the working conditions of a chef. (K-II)
- Explain why chefs in large kitchens develop specialties. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	COSMETOLOGIST

- List four tasks of a cosmetologist (e.g., cut, shampoo, set, style, straighten, bleach, tint hair). (K-I)

- Name three jobs which may be done by the cosmetologist other than wash, set and comb hair (e.g., manicure, scalp and facial treatment, make-up analysis, shape eyebrows, clean and style wigs). (K-I)

- List three places where a cosmetologist may work (e.g., private salon, hotels, department stores, TV and movie studios). (K-I)

- Describe the qualifications of a cosmetologist (e.g., license from state, at least 16 years of age, certificate of good health, many states require a high school diploma). (K-II)

- Name four of the tools used by a cosmetologist (e.g., comb, brush, rollers, scissors, razor, pins, etc.) and explain what they are used for. (K-II)

- Tell how cosmetologists may be trained (e.g., in a public or private school in a course which may last between six months and a year). (K-II)

- List qualities that a cosmetologist must possess in order to gain and maintain a steady clientele (e.g., keep abreast of changing hair styles and techniques, ability to get along with people, well groomed, dexterous, ability to follow patron's direction) and explain why they are important. (K-II)

- Discuss the implications of the cosmetologist's work schedule for home life and leisure time. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	COSMETOLOGIST

- Identify three tasks of a cosmetologist (e.g., hairstyling, nail care, skin care). (K-I)
- Choose from a list the correct definitions of these terms: shampoo, pedicure, tint, facial, manicure, razor cut. (K-I)
- List the qualifications for licensing of cosmetologists in a given state. (K-I)
- Compare the relative advantages for a cosmetologist of percentage salary, part percentage, or owning the business. (K-IV)
- List three ways in which a cosmetologist helps the well being of a client. (K-I) (Aff.-II)
- List two personality traits that would be helpful to a cosmetologist (e.g., ability to get along with people, willingness to follow directions) and explain why. (K-II)
- Describe the working conditions of a cosmetologist. (K-II)
- Tell how a cosmetologist's job would influence his life style (e.g., hours, work weekends, etc.). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	FIREMAN

- Tell what the duties of a fireman at a fire are (e.g., connect hoses to hydrants, operate pressure pump, position ladders, put out fires, rescue people from fires, administer first aid). (K-I)

- Describe what a fireman wears (e.g., badge, safety helmet, waterproof coat, boots, smoke mask). (K-II)

- Locate the fire station on a map of the community. (K-III)

- Describe some of the duties a fireman does besides put out fires (e.g., inspect building for fire safety, teach fire prevention to the public, first aid training, participate in in-service training). (K-I)

- Tell some of the advantages and disadvantages of being a municipal fireman (e.g., advantages - advancement, paid vacations, long periods of time off; disadvantages - long periods of work, injury danger). (K-VI)

- Tell the differences between a fire chief and a fireman. (K-IV)

- Tell what to do in case of a fire in the home (e.g., get out of the house, tell an adult, call fire department at once, etc.). (K-I)

- Tell how volunteer firemen are different from paid firemen. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	FOREST RANGER

- Describe some of a forest ranger's activities (e.g., protect natural resources; manage camps, parks, and grazing lands; develop natural resources; protect wildlife; reforest; supervise harvesting of trees; conduct nature tours; provide conservation information; enforce laws and regulations). (K-II)

- List possible employers of forest rangers (e.g., paper and pulp industry, government, lumber companies). (K-I)

- Report on the requirements to be a forest ranger. (K-II)

- Describe the personal qualities needed to be a forest ranger (e.g., liking outdoors and nature, like people, physical stamina, willingness to work alone, like animals, concern for ecology). (K-I)

- Describe where a forest ranger works (e.g., outdoors, away from cities, etc.). (K-II)

- Recognize the importance of having a forest ranger work to prevent fires by showing what can happen as a result of forest fires (e.g., trees destroyed, animals/people homeless, floods, etc.). (K-II) (Aff.-II)

- Describe why a forest ranger needs to know about geography, science, and social studies. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

Occupation:

LICENSED PRACTICAL NURSE/
VOCATIONAL NURSE

- Describe the importance and significance of the work of practical nurses. (K-II) (Aff.-II)
- Describe the training necessary to become a licensed practical nurse in a given state. (K-II)
- Indicate the tasks accomplished by the practical nurse (e.g., taking and recording remperatures and blood pressures, changing dressings, etc.). (K-I)
- Distinguish between the work of licensed practical nurses in different places of employment (i.e., doctors' offices, hospitals, nursing homes, clinics, private homes). (K-IV)
- Explain the importance of a practical nurse being able to follow directions precisely (i.e., because of the human life at stake). (K-II)
- Report on how educational training influences job advancement and the likelihood of advancement for practical nurses. (K-II)
- Recognize that practical nurses should have a desire to serve humanity and be sympathetic to the needs of people. (K-I)
- List the different time schedules of practical nurses and explain how they can affect their family lives. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: **Occupation:**

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

LOCOMOTIVE ENGINEER

- Recognize that the locomotive engineer is responsible for operation of the locomotive, the safety of the passengers and cargo. (K-I)
- Tell how a locomotive engineer's time at home depends on his routine (e.g., making a long haul, daily short run, or working in the switching yard). (K-II)
- List the skills necessary to become a locomotive engineer (e.g., color vision, good sight and hearing, good hand-eye coordination, mechanical ability, ability to work in a confined area) and explain why they are important. (K-II)
- Recognize that to become a locomotive engineer usually means working one's way up from fireman classification and being able to pass the required tests. (K-I)
- Recognize how locomotive engineers receive their training (e.g., on the job, simulator training). (K-I)
- Recognize that locomotive engineers are important to society because they transport necessary and essential goods. (K-I) (Aff.-II)
- Recognize that public transportation is not now as dependent upon the locomotive engineer's train, and explore the reasons for this (e.g., airplanes, cars, rapid transit). (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	MAID (HOUSEHOLD WORKER)

- List six types of maids (e.g., general, mother's helper, personal, nursemaid, housekeeper, cook, laundress, companion). (K-I)

- Report on the specific duties of one type of maid. (K-II)

- List five abilities which may be required of a maid for her job (e.g., cooking, sewing, ironing, cleaning, child care). (K-I)

- List equipment that a maid might need to know how to operate (e.g., vacuum cleaner, floor waxer, dishwasher, electric mixer, etc.). (K-I)

- Name places where a maid could receive training for the job (e.g., school home economics, vocational schools, own home, government sponsored courses). (K-I)

- Recognize that maids' increases in salary are related to increases in experience. (K-I)

- List abilities required of maids as related to their specific types of work. (K-IV)

- Report on the prospects for future employment of maids. (K-II)

- Tell that some maids live in the home of their employer, and discuss the implications this has for a maid's life style and leisure time. (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	MAIL CARRIER (MAILMAN)

- Identify the tasks of a mail carrier. (K-I)

- List the different ways mail can be delivered (e.g., car, foot, etc.). (K-I)

- Tell what can and can't be delivered by a (foot) mail carrier. (K-II)

- Tell what makes a letter carrier's uniform different from others. (K-IV)

- Tell why a letter carrier must be familiar with the streets in his town. (K-II)

- Tell two advantages and two disadvantages of being a letter carrier. (K-VI)

- Identify the effects of climate and holidays on a letter carrier's work. (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	POLICEMAN

- Describe the activities of a policeman (e.g., direct traffic, arrest criminals, help people). (K-I)

- Name some of the things a policeman carries and/or wears (e.g., badge, uniform, hat, handcuffs, night stick, gun, holster, bullets, whistle, radio). (K-I)

- Name some of the places where a policeman might work (e.g., on streets directing traffic, police station, squad car, on horseback in parks, on street walking a beat, motorcycle, canine patrol, school lectures). (K-I)

- Name some of the times a person would need a policeman (e.g., if lost, to get across streets, if something is stolen). (K-I)

- Tell how life might be different if there were no policemen. (Aff.-II)

- Tell why a person may or may not like to be a policeman. (Aff.-III)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

Occupation:

POLICEMAN

- List the duties a police officer may perform (e.g., direct traffic, preserve law and order, prevent criminal activities, investigate crime, apprehend and assist in prosecution of offenders, give first aid, help lost children, develop community relations, etc.). (K-I)

- Identify and describe, in terms of duties, the various uniformed police officers in your community. (K-II)

- Report on the necessary qualifications and training for being a policeman. (K-II)

- List three ways crime detection devices have made the role of the policeman more complex (e.g., firearms, identification, handwriting analysis, voice prints). (K-IV)

- Determine whether there has been an increase or a decline in number of police in the community and analyze the reasons for this. (K-IV)

- List personal advantages and disadvantages of becoming a policeman (e.g., advantages - respect from community, early retirement, job security; disadvantages - irregular hours, week-end work, high risk occupation, see undesirable elements of community). (K-VI)

- To appreciate the role of the policeman, describe the ways he aids in crime prevention in his community (e.g., check empty houses, instruct citizens in safety habits, patroling, etc.). (K-II) (Aff.-II)

- Discuss the implications of a policeman's work for his personal life (e.g., odd hours, risk, etc.). (K-III)

- Explain why "a policeman is a policeman 24 hours a day" and what this means. (K-IV)

- Differentiate between a "policeman" and a "highway patrolman." (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	RAILROAD BRAKEMAN

- Report on the duties of the railroad brakeman (e.g., display proper signals at rear of train for protection). (K-I)
- Recall that the railroad brakeman is responsible for checking the train for safety(i.e., brakes, lights, cooling and heating system, coupling and uncoupling of cars). (K-I)
- Report on the railroad brakeman's training (i.e., on the job). (K-I)
- List the physical requirements needed to be a railroad brakeman (e.g., good physical condition, mechanical ability, physical stamina) and explain why they are necessary. (K-II)
- Describe a typical sequence of advancement for a brakeman. (K-I)
- Recognize that a brakeman's homelife depends on being assigned to long hauls, short hauls, or working in the switching yard; discuss what effects would result from each. (K-III)
- Report on the reasons why the need for brakeman is not as great as it once was (e.g., mechanization, air transport, trucks, cars). (K-II)
- Recognize the fact that the brakeman's job is more dangerous than other jobs in the train transport field. (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	RECREATION WORKER

- Tell what a recreation worker does (e.g., help people spend their leisure time, organize games and parties, teach arts and crafts, run playgrounds and recreation centers). (K-I)

- List where recreation workers might work (e.g., camps, playgrounds, hospitals, parks, rest homes, community centers, schools, Armed Forces). (K-I)

- Describe the abilities and qualifications needed to become a recreation worker (e.g., like people, have leadership qualities, enjoy sports and arts and crafts) and why they are useful. (K-II)

- Tell how a recreation worker's job would differ according to where he works. (K-IV)

- Describe the work conditions for a recreation worker. (K-II)

- Tell how a recreation worker's job is affected by the seasons. (K-II)

- Explain what a person should do to become a recreation worker. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE

Occupation: SERVICE STATION ATTENDANT

- Tell what a service station attendant does (e.g., pumps gasoline, cleans windshields, checks tires, does minor automobile repairs, sells things, fills tires, keeps station clean). (K-I)
- Identify, from pictures, a screw driver, pliers, wrenches, jack, gas pump, grease rack. (K-I)
- Name the various types of vehicles a service station attendant might service (e.g., cars, trucks, buses, motorcycles, bikes). (K-I)
- Identify three places a service station attendant might work (e.g., harbors or marinas, roadside service). (K-I)
- Describe a visit to a service station (i.e., what was seen being done). (K-II) (Act.)
- List some safety rules when near a service station (e.g., no smoking, watch out for cars, don't slip on the grease) and explain their purpose. (K-II)
- List the advantages and disadvantages of being a service station attendant (e.g., advantages - work with hands, mostly outdoors; disadvantages - dirty work, low pay). (K-VI)
- Describe the personal skills important for a service station attendant (e.g., ability to communicate with the public, ability to point out needs/salesmanship, ability to compute simple mathematics). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	TAXI DRIVER

- List reasons why a taxi driver is important to communities. (K-II) (Aff.-II)
- Describe four jobs done by taxi drivers (e.g., deliver packages, handle luggage, assist passengers, transport crippled children to school, provide sight seeing tours). (K-II)
- Tell three places where a taxi driver may be found (e.g., bus and railroad stations, airports, near theaters, hotels, etc.). (K-I)
- List the employment requirements for taxi drivers (e.g., state-issued license, special taxicab license issued by local authorities). (K-I)
- Tell why knowledge of street locations and map reading skills are necessary for a taxi driver to retain his job. (K-II)
- Explain how taxi drivers' schedules may affect their family lives (e.g., working at night). (K-II)
- List personal qualities which a taxi driver should possess in order to do a good job (e.g., neat, well groomed, courteous, good eye sight, etc.). (K-I)
- Recognize that a taxi driver could have his own car or work for a cab company. (K-I)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

Occupation:

TRUCK DRIVER

- List three types of truck driver (e.g., over-the-road, local, and route). (K-I)

- Recognize that an over-the-road driver drives the largest and most expensive vehicles of all drivers and is paid the most. (K-I)

- Compare the work hours of the three main types of truck driver, and the effects on the family life of the driver (e.g., over-the-road drivers would be away for days at a time). (K-IV)

- List the possible hours that each of the three types of truck drivers might have. (K-I)

- Tell why there are more local truck drivers than any other type of truck drivers. (K-II)

- Describe the nature of the work done by a local truck driver (e.g., delivering and and picking up, unloading and loading goods, and dumping). (K-II)

- List four specialized trucks which would deliver to the grocery store (e.g., bread, milk, frozen foods, canned goods, meat, etc.). (K-I)

- Analyze and evaluate what it would be like to the consumer if one of the truck drivers stopped delivering his goods. (K-IV) (Aff.-II)

- From a list, select three qualifications important for a truck driver (e.g., chauffeur's license, familiarity with traffic laws, good physical condition, etc.) and explain why they are important. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	TRUCK DRIVER

- List examples of consumer products shipped by truck. (K-I)

- Describe the differences between a "local" and "over-the-road" driver. (K-II)

- From a list of qualifications, underline those necessary to be a good truck driver (e.g., judge distances accurately, exhibit safe driving practices, and on-the-road courtesy, know special qualifications for packing and loading, know the local and interstate trucking regulations). (K-I)

- To gain an understanding of different ways of truck hauling, list the types of hauling vehicles. (K-I)

- Analyze the differences between requirements for truck drivers and automobile drivers, and report to the class. (K-IV)

- List the personal advantages and disadvantages of over-the-road trucking (e.g., advantages - can own vehicle, see the country; disadvantages - apprenticeship, promotion limited, long hours). (K-VI)

- Report on the job potential for truck drivers. (K-II)

- Analyze and discuss the impact that industrial technology has had on the trucking industry (e.g., container shipping, air freight). (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

Occupation:

WAITER/WAITRESS

- Tell two places where waiters/waitresses may work. (K-I)
- Describe two tasks a waiter/waitress performs. (K-II)
- Explain why personal cleanliness is important in a waiter's/waitress' job. (K-II) (Aff.-II)
- Discuss two effects of waiters'/waitresses' working hours on his or her home life. (K-III)
- List two personal qualities that waiters should have (e.g., get along well with people, able to carry heavy loads, etc.). (K-I)
- Explain why waiters might need special clothing for the job. (K-II)
- Compare and contrast the work of a waiter/waitress in a drive-in, a coffee shop, and a formal restaurant. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:

GENERAL, COMMUNITY SERVICE,
PUBLIC SERVICE

Occupation:

WAITER OR WAITRESS

- List five tasks accomplished by waiters (e.g., take customers' orders, serve food and beverages, make out customers' check, take payments). (K-I)
- Report how the manner in which waiters go about their work depends on the type of place in which they are employed. (K-II)
- Recognize that waiters receive on-the-job training. (K-I)
- List skills and knowledge required of a waiter (e.g., knowledge of foods, reading, arithmetic) and why they are important. (K-II)
- Report the personal traits needed by a waiter (e.g., good personal appearance, pleasant manner, even disposition, ability to cope with a rush of business, honesty). (K-II)
- Analyze the importance of good health to the waiter's job. (K-IV)
- Summarize the ways in which a waiter is paid (e.g., wages, tips, meals). (K-II)
- Discuss the waiter's work schedule and its relation to family life style (e.g., work nights and at meal times). (K-III)
- Explain why waiters are usually required to have special dress for the job. (K-II)
- Describe the Board of Health requirements for waiters and waitresses (e.g., hair short or in net, wear shoes, etc.). (K-I)

JOBS AND EMPLOYMENT

Career Cluster: **Occupation:**

GENERAL TEACHING AND SOCIAL SERVICE CLERGYMAN

- List three different kinds of clergyman (i.e., priest, rabbi, minister). (K-I)
- List three places where a clergyman may work (e.g., community church, monastery, military, social agency, hospital, mission). (K-I)
- Describe the training needs of a clergyman. (K-I)
- Tell how a clergyman's leisure activities may be influenced by the customs and attitudes of the community. (K-III)
- Describe the various types of clerical garb of clergymen, which may identify their occupation. (K-II)
- Discuss the daily work of a clergyman (e.g., counseling in the church and community, education, performing ceremonies, visiting the sick, administration of the church, participating in community activities). (K-II)
- List the skills needed by clergymen (e.g., public speaking, writing, reading, counseling, leadership, etc.). (K-I)
- Tell why clergymen might have chosen their occupation (e.g., because of their religious faith, their desire to help others). (K-II)
- Explain why a thorough knowledge of the secular world (e.g., politics, community affairs, etc.) is important for a clergyman. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL TEACHING AND SOCIAL SERVICE	ELEMENTARY SCHOOL TEACHER

- Tell what teachers do in their daily work (e.g., plan, teach, supervise, keep records, grade papers, work with parents, attend meetings, attend in-service training sessions). (K-I)
- Describe the various types of teachers who work in a school (e.g., physical education, art, music, speech). (K-I)
- List three things that a teacher works with and tell how they help the teacher (e.g., movie projector, tape recorder, record player, duplicating machine, overhead projector, language master). (K-II)
- Determine how teachers' tasks have changed over the last 20-30 years (e.g., ask parents how teaching and schools differ from when they went to school). (K-IV)
- Describe what a good teacher might be like. (Aff.-III)
- Illustrate the tasks a teacher does by role playing a particular teaching situation. (K-III) (Act.)
- Show how a teacher works with students by tutoring another student in a subject of his choice. (K-III) (Act.)
- Illustrate a variety of settings in which a teacher might work (e.g., by drawing a picture). (K-II)
- Tell whether you would like to become an elementary school teacher, and why or why not. (K-VI) (Aff.-III)
- Describe the entry requirements for elementary school teaching. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL TEACHING AND SOCIAL SERVICE	ELEMENTARY SCHOOL TEACHER

- List the qualifications for being an elementary teacher (i.e., B.A. or B.S. degree, teacher training, and hold credential issued by the state). (K-I)
- Name seven subjects taught by an elementary teacher (e.g., reading, math, science, spelling, music, art, etc.). (K-I)
- Explain why elementary school teachers are encouraged to continue their education by taking additional courses. (K-II)
- Select from a list those physical areas, other than the classroom, where a teacher may teach (e.g., playground, library, multipurpose room, outdoors, etc.). (K-I)
- Using a teacher-provided salary schedule, match the salaries of teachers to their training and experience. (K-III)
- List various tasks undertaken by the teacher other than teaching a subject area (e.g., develop students' self-image, responsibility, independence; work on faculty committees; work with PTA on projects, be involved in district decision making and professional associations, etc.). (K-I)
- Report on the employment prospects for teachers in the local area. (K-II)
- Interview three teachers and summarize findings about how much vacation time they have and how they spend it. (K-IV) (Act.)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL TEACHING AND SOCIAL SERVICE	HIGH SCHOOL TEACHER

- Recognize that most high school teachers specialize in at least one subject area (e.g., math, science, etc.). (K-I)

- List the various duties of a high school teacher (e.g., class instruction, keeping records, club sponsor, hall patrol, counseling, parent conferences, etc.). (K-I)

- Discuss the educational qualifications for being a high school teacher. (K-I)

- List reasons why a person may choose secondary teaching as a career (e.g., interest in subject area, interest in the adolescent child). (K-II)

- Compare and contrast the work of a teacher in a high school, junior high school and a middle school. (K-IV)

- Describe the leisure patterns of high school teachers. (K-IV)

- Tell how salaries are related to education and experience of the teacher. (K-II)

- Discuss how teachers spend their vacation time and determine if their leisure activities relate to their work. (K-IV)

- Report on the employment prospects for teachers in the local community and the state. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
GENERAL TEACHING AND SOCIAL SERVICE	HOME ECONOMIST

- List the areas in which a home economist works (e.g., foods, clothing and textiles, housing, home furnishing and equipment, child development, household management or family economics). (K-I)

- Tell where a home economist might be employed (e.g., schools, food manufacturers, utility companies, appliance manufacturers, magazines and newspapers, research labs). (K-I)

- State what is needed to become a home economist (e.g., college degree, work with people, leadership qualities, good grooming, ability to communicate effectively). (K-I)

- Tell how a home economist helps people (e.g., teach nutrition and meal planning, improve products, create new products, give advice on household budgets, give advice on household products). (Aff.-II)

- Demonstrate how a home economist helps improve people's nutrition by planning a nutritionally balanced menu for a week. (K-III) (Act.)

- Describe the variety of concerns of home economists by giving examples of problems they work on for each of the following areas: foods, clothing, housing, furnishings, child development, household economics. (K-III)

- Collect newspaper articles written by home economists and prepare a scrapbook to demonstrate the variety of a home economist's work. (K-II) (Act.)

- Explain how English, math, science, and social studies all assist home economists in their work. (K-II)

- Illustrate the complexity of problems home economists deal with by telling how a family's clothing needs differ in different geographical areas. (K-III)

GENERAL TEACHING AND SOCIAL SERVICE - HOME ECONOMIST (Continued)

- Describe two personal advantages and disadvantages of being a home economist. (K-VI)
- Describe one way a home economist's work is ecology oriented. (K-II)

JOBS AND EMPLOYMENT

Career Cluster: GENERAL TEACHING AND SOCIAL SERVICE

Occupation: SCHOOL COUNSELOR

- List the general concerns of a school counselor (e.g., the educational, vocational, and social development of students). (K-I)

- List the various people whom a school counselor would be working with in order to carry out his responsibilities (e.g., students, teachers, parents, community agents). (K-I)

- Discuss ways that elementary counselors could help students (e.g., identifying abilities, evaluating learning problems, working with teachers). (K-II)

- Report on the qualifications and training needed by a counselor (e.g., most states require both teaching and counseling certificates, graduate level work, and teaching experience). (K-I)

- Discuss qualities needed by a school counselor (e.g., desire and ability to work with and help students, pleasant personality, ability to speak easily and well). (K-II)

- Recognize that school counselors could work with elementary, secondary, and college level students. (K-I)

- Report how salaries of counselors are influenced by education and experience. (K-II)

- Describe the activities of a counselor and where they might be performed. (K-I)

JOBS AND EMPLOYMENT

Career Cluster: GENERAL TEACHING AND SOCIAL SERVICE

Occupation: SOCIAL WORKER

- List five problems which a social worker deals with (e.g., poverty; broken homes; physical, mental, and emotional handicaps; antisocial behavior; racial tension). (K-I)

- Compare and contrast six types of social workers (e.g., family service, child welfare, school, hospital, mental patients, rehabilitation, probation). (K-IV)

- Report on the duties of one type of social worker. (K-II)

- Discuss the reasons why society needs social workers (e.g., development of a more complex urban society, help determine eligibility for state and federal aid). (K-VI)

- Recognize that most social workers work in governmental agencies and the remainder work in volunteer and private agencies. (K-I)

- Indicate that a social worker would spend a great deal of time working with and helping people, and consider what type of personal qualities are needed. (K-IV)

- Recognize that most social workers have regular daily working schedules with some agencies requiring night work, such as additional paperwork or house calls. (K-I)

- Name three approaches to social work (i.e., casework, group work, and community organization). (K-I)

- Describe an incident in which the learner might need a social worker. (K-III)

- Describe how skills in English and social studies are useful to social workers in their jobs. (K-II)

- List the qualifications of a social worker (e.g., bachelor's or master's degree in social welfare). (K-I)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	COLLEGE PROFESSOR

- Show how college professors teach subjects related to their own interests and/or abilities. (K-II)

- Report on the specific duties of the college professor (e.g., prepare and deliver lectures, lead class discussions, counsel students, act on committees, do research). (K-I)

- List the qualifications for being a college professor (i.e., master's degree or Ph.D., specialization in some field). (K-I)

- List the four academic ranks of college teachers (e.g., instructor, assistant professor, associate professor, and full professor) and tell how they differ. (K-II)

- Report on the activities professors often engage in other than actual class work (i.e., publications, research, lectures, consultation) and tell why they may do them. (K-II)

- List three places that a college professor teaches (e.g., 4-year college, university, 2-year college). (K-I)

- Evaluate the employment prospects for professors from information obtained by interview, reference works, etc., and report findings. (K-VI)

- Interview three college professors and report to the class on their leisure time--how much they have, when, and how they spend it. (K-III) (Act.)

- Describe the career pattern (including work load, relocations, tenure and sabbatical opportunities, etc.) of a college professor over a 20-year period. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	ECONOMIST

- Report on the job functions of the economist (e.g., studying current money trends, inflation, recession, marketing, governmental studies, etc.). (K-II)
- List places where economists are employed (e.g., industry and business, colleges and universities, governmental agencies). (K-I)
- Describe the training necessary to become an economist (e.g., B.A. and, perhaps, an advanced degree in economics, courses in statistical procedures, advanced mathematics). (K-I)
- List the necessary abilities for the work of an economist (e.g., advanced writing skills, research techniques). (K-I)
- Differentiate various job positions according to the education and experience needed to attain more advanced positions as economists. (K-IV)
- Report on the working conditions of economists (e.g., regular hours, work in office) and how they influence their life styles. (K-III)
- Describe the kinds of influence the economist has on his employer's business (e.g., profit-loss projections). (K-II) (Aff.-I)
- Explain why those wishing to become economists should enjoy mathematics, statistics, and related fields. (K-IV)
- Tell how economists play a major role in the American economic system. (K-IV) (Aff.-II)
- Summarize the employment outlook for economists in the next decade. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	LAWYER

- Describe what a lawyer does (e.g., give legal advice, represent people in court, serve as trustees or guardians, help make laws, draw up wills and contracts, give advice on taxes). (K-II)

- List some of the special practices of lawyers (e.g., corporation, criminal, labor, divorce, estate, patent, real estate, tax, insurance, personal injury). (K-I)

- Tell where a lawyer might be employed (e.g., U.S. government, private practice, law firms, private industry, law schools). (K-I)

- Determine the requirements for practicing law in a given state (e.g., by writing to the local bar association) and report the results. (K-II) (Act.)

- List the personal advantages and disadvantages of becoming a lawyer (advantages--prestige, good future, good salary; disadvantages--long education, demanding work, long hours). (K-VI)

- Define the following terms: brief, evidence, jury, defendant, prosecutor, district attorney, sentence, trial transcript, affadavit, change of venue, plaintiff, witness. (K-I)

- Identify the participants in a trial (e.g., witnesses, lawyers, judge, jury) and explain the roles of each. (K-II)

- Explain how English and social studies are important in a lawyer's work. (K-II)

- Demonstrate an understanding of the relationship of politics and law by identifying well known government officials who were lawyers, and describe how law helped in their political work. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	LIBRARIAN

- Report on what a school or city librarian does. (K-II)

- Describe the different types of materials a librarian works with (e.g., records, films, books, other material). (K-I)

- Find out what method of classification is used in the local school library and in the local city library and report the name of the classification used, and its purpose. (K-I)

- Describe the kinds of entries found in card catalogues in the library for indexing a book (e.g., author, subject, title) and explain how they assist the librarians in their work. (K-II)

- Illustrate the uses of the library (e.g., reading, study, reference, listening to records). (K-II)

- Explain the purpose of the check-out procedure in a library. (K-II)

- Demonstrate the importance of librarians' work by giving two examples of how librarians help people. (Aff.-II)

- Classify a list of books according to fiction, nonfiction, reference, or biography. (K-II) (Act.)

- List the qualifications required to become a librarian (four years of college, plus M.A. in library science; interest in books and people; organizational skills). (K-I)

- Discuss the types of librarians in terms of work location (special library, public, university, etc.) and functional duties (reference, catalogue, periodicals). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	NEWSPAPER REPORTER

- Describe what a newspaper reporter does (e.g., interview people, review public records, attend newsworthy events, do research, write stories based on information collected). (K-I)

- Name four different types of newspaper reporters (e.g., society, police, political, foreign, business, food, medical, science, sports, court). (K-I)

- Describe qualifications a newspaper reporter should have (e.g., bachelor's degree in journalism, writing ability, resourcefulness, good memory, ability to type). (K-I)

- Explain the differences among the types of articles reporters prepare by collecting and classifying newspaper articles according to type of reporting (e.g., sports, society, business). (K-IV) (Act.)

- Compare and contrast the tasks of senior reporters with those of "cub" reporters. (K-IV)

- Demonstrate an understanding of the tasks of a reporter by collecting information about a classmate's or friend's life and writing an article in newspaper style. (K-III) (Act.)

- Appreciate a newspaper reporter's role as a historian by writing a newspaper article concerning an important event which should be recorded for posterity. (K-II) (Aff.-II)

- Show an understanding of newspaper reporting skills by investigating and reporting, in writing, about a school event. (K-III) (Act.)

- List personal advantages and disadvantages of being a newspaper reporter (e.g., advantages--meeting new people, attending exciting events, travel; disadvantages--irregular hours, possible dangers (fires, etc.), meeting deadlines). (K-VI)

- Tell how workers in other areas (e.g., sales) use the newspaper. (K-II)

- Give an example of how a newspaper reporter exercises social responsibility (e.g., reporting how an advertisement is misleading). (K-III)

- Describe the events/activities which might occur in a typical newspaper reporter's day (e.g., make a diary, interview a reporter, etc.). (K-I)

- Explain how skills in the language arts and social studies are necessary in a newspaper reporter's work. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	PSYCHOLOGIST

- Describe the variety of jobs open to a psychologist (e.g., counsel individuals, practice basic and applied research, administer psychology programs in hospitals, clinics, and research labs, develop and administer tests and rating scales, conduct surveys). (K-II)

- Select two different types of psychologists (e.g., clinical, experimental, developmental, school, comparative, counseling, educational, industrial engineering) and compare their jobs and duties. (K-IV)

- List some of the places of employment for a psychologist (e.g., colleges and universities, public schools, hospitals, research laboratories, private industries, public health, clinics). (K-I)

- Describe the difference between a psychologist and a psychiatrist (i.e., training, jobs). (K-II)

- List the personal qualifications and entrance requirements to become a psychologist (e.g., master's degree, emotionally stable, socially mature, able to deal effectively with people, sensitive, patient, able to work independently). (K-I)

- To gain a knowledge of the variety of tests given by a school psychologist, interview the school psychologist and report on his work to the class. (K-II) (Act.)

- To learn about research techniques, interview class members to find out their favorite colors and compare the results of the survey of males versus females. (K-III) (Act.)

- Define the following terms: perception, intelligence, I.Q., counseling, emotions, attitudes, behavior. (K-I)

- Describe the personal advantages and disadvantages of being a psychologist (e.g., advantages--good salary, regular vacations; disadvantages--may be on call, frustration of some cases). (K-VI)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
FINE ARTS, PERFORMING ARTS	ACTOR/ACTRESS

- Describe where actors and actresses work (e.g., stage, movies, television, radio). (K-II)
- Tell the places where an actor could receive training (e.g., schools, colleges, schools of drama, little theaters). (K-I)
- List the typical characteristics of an actor (e.g., enjoy acting, outgoing, confident, willingness to follow directions). (K-I)
- Describe what an actor's work involves (e.g., memorizing lines, rehearsals, make-up and costuming). (K-II)
- Describe the activities of a favorite actor or actress (e.g., what performances they give, how often, etc.). (K-II)
- Show how an actor plays different roles (e.g., by reading a dialogue and assuming different voices for each character). (K-III) (Aff.-II)
- Describe what your life would be like if you were an actor or actress (e.g., work nights, long hours, travel, work mostly in cities, etc.). (K-III)
- Tell why reading ability and language arts skills are necessary for an actor or actress. (K-II)

JOBS AND EMPLOYMENT

Career Cluster:

FINE ARTS, PERFORMING ARTS

Occupation:

COMMERCIAL ARTIST

- List the various jobs performed by the commercial artist (e.g., layout, renderer, letterers, illustrators, paste-up, mechanical men, boardmen, etc.). (K-I)

- Describe the qualifications and job opportunities for commercial artists by writing for information from national, state and local art associations. (K-II) (Act.)

- Compare and contrast at least two different kinds of commercial artists. (K-IV)

- List the personal advantages and disadvantages of being a commercial artist (e.g., advantage - specialization; disadvantage - competition). (K-VI)

- Illustrate the variety of areas of commercial artists' work (e.g., by compiling a notebook of samples). (K-II)

- Describe the variety of processes used by the commercial artist based on a visit to a newspaper or magazine art department. (K-II) (Act.)

- Explain how background in English, mathematics, social studies, and science can help commercial artists (e.g., provide ideas for work). (K-III)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
FINE ARTS, PERFORMING ARTS	DANCER

- List four kinds of dancing (e.g., ballet, modern, folk, tap, dance adaptation for musical show). (K-I)

- Describe three jobs which may be done by a dancer (e.g., teacher, performer, choreographer, director). (K-II)

- Describe the training sequence of a dancer (e.g., lessons from an early age, long hours of practice). (K-I)

- Tell what people a dancer is likely to work with (e.g., musician, partner, group). (K-I)

- Explain why the age of most performers hired is under 30 years of age and why after that time a dancer might need to find other work. (K-IV)

- Compare job opportunities for dance performers versus dancing teachers. (K-IV)

- Explain why employment opportunities for dance performers will be limited mostly to short terms, and with relatively little opportunity for full-time employment. (K-IV)

- Tell how the work schedule of a dancer would affect his family life (e.g., may work nights, practice long hours, travel). (K-III)

- Describe the different places where a dancer might work (e.g., school, traveling group, night club, etc.). (K-II)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
FINE ARTS, PERFORMING ARTS	MUSIC TEACHER, MUSICIAN

- List the types of music specialization (e.g., popular, classical, jazz, contemporary). (K-I)
- List three instruments that a musician specializing in popular music might play (e.g., saxophone, clarinet, trombone, trumpet, piano, drums, guitar). (K-I)
- List three instruments that a musician specializing in classical music could play (e.g., strings, woodwinds, brass). (K-I)
- Describe four places where a musician might work (e.g., nightclub, theater, school). (K-I)
- Describe the training sequence of a musician (e.g., lessons at an early age, long hours of practice, variety of experiences). (K-I)
- Describe the skills needed by a musician (e.g., technical skill, knowledge of music, ability to interpret music). (K-I)
- Compare the job opportunities for music performers versus music teachers. (K-IV)
- Recognize that many school music teachers also give private lessons and/or perform. (K-I)
- Recognize that many families of music teachers may spend their leisure time at concerts, listening to records, and various other activities involving music of some type. (K-I)
- Compare the life styles of musicians (e.g., travel, practice often) and music teachers (e.g., teach regular hours, work at school or office). (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
FINE ARTS, PERFORMING ARTS	SINGING TEACHER, SINGER

- Recognize that many families of singing teachers may spend their leisure time at concerts, listening to records, and various other activities involving music of some type. (K-I)

- Describe six situations or settings where a singer might work (e.g., movies, T.V., night clubs, theater, opera, churches, recording studio, private parties or dances). (K-I)

- Describe the skills needed by a singer or singing teacher (e.g., broad knowledge of music, highly developed techniques). (K-I)

- List the requirements for a public school singing teacher (e.g., B.A. degree with a major in music education, meet state certification requirements for singing teachers). (K-I)

- Describe at least three situations or settings where a singer may receive training (e.g., conservatory, college, private tutor, etc.). (K-II)

- Compare the job opportunities for performing singers versus singing teachers (e.g., more opportunity for teachers, singing field highly competitive). (K-IV)

- List three ways in which singers benefit society through their music (e.g., provide pleasure, entertainment, relaxation, recreation). (K-I) (Aff.-II)

- Compare the life styles of singers and singing teachers. (K-IV)

JOBS AND EMPLOYMENT

Career Cluster:	**Occupation:**
FINE ARTS PERFORMING ARTS	T.V. & RADIO ANNOUNCER

- List three tasks done by announcers (e.g., present news, commercials; introduce programs; describe sporting events; conduct interviews, etc.). (K-I)

- Describe the skills necessary to become an announcer (e.g., pleasant, well controlled voice, good sense of timing, excellent pronounciation, knowledge of grammar, self-confidence, composure). (K-II)

- Explain why a T.V. announcer must have a pleasing personality and be well groomed. (K-II)

- Name three courses which would benefit a prospective announcer (e.g., English, public speaking, drama, foreign language). (K-I)

- Recognize that many announcers may need to be licensed by the Federal Communications Commission. (K-I)

- Recognize that an announcer's advancement may depend upon his working his way up from a small station to a larger one, and discuss the likelihood of advancement. (K-IV)

- Describe the sequence that an announcer may undergo in reaching his specialization (e.g., general announcing leading to news announcer, sports announcer, etc.). (K-I)

- Explain how the leisure activities of an announcer may relate to his field of specialization (e.g., sports announcer attending sporting events, news commentator reading and studying current events). (K-IV)

- Name two ways in which an announcer may receive his formal training (e.g., vocational school, college). (K-I)

- Describe an announcer's daily work (e.g., few hours on air, many hours spent in preparing). (K-II)

FINE ARTS, PERFORMING ARTS - T.V. & RADIO ANNOUNCER (Continued)

- Report on the opportunities for employment of T.V. and radio announcers. (K-II)

- Describe what an announcer's daily schedule would be like and how this would affect his personal life, family, etc. (K-III)

Social Responsibility

SOCIAL RESPONSIBILITY

Topic: RESPONSIBILITY TO MAN

Concept: VALUE OF HELPING OTHERS

- Tell why it is important for a person to help others. (Aff.-II)

- List three specific activities you can do that involve helping others (e.g., assisting in the direction of children's groups). (K-I)

- Describe two ways a person can help others (e.g., doing volunteer work for an organization, giving directions to a stranger at your school, etc.). (K-II)

- Identify two occupations which provide opportunities for a person to help other people (e.g., social worker, doctor, teacher, etc.). (K-I)

- Describe an incident in which someone helped you and tell how you felt as a result. (Aff.-III)

- Describe an incident in which you helped someone voluntarily. (Aff.-III)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO MAN

Concept:

SAFETY AND HEALTH OF OTHERS

- Explain how safety rules affect others as well as yourself (e.g., rules preventing you from throwing things also prevent others from being hit). (K-II)

- Discuss how the health of others can affect you (e.g., illnesses may be contagious; friends may be absent, etc.). (K-II)

- Tell how good personal hygiene is important in protecting the health of others (e.g., clean hands when preparing food will prevent the spread of germs). (K-II)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO MAN	CONSEQUENCES OF OWN ACTIONS FOR OTHERS

- Tell one way you depend on others and one way they depend on you. (e.g., at home, parents provide meals; you may assist by setting table). (K-II)

- Discuss the consequences for others if a person does not do his share of a task. (K-III)

- Identify three different areas in which one's actions often have consequences for others (e.g., in the family, at work, at play in a group). (K-I)

- Discuss two things you can do to help make things easier for another (e.g., being friendly to a new student, helping a person finish a difficult task). (K-II)

- Describe a situation in which things were more difficult for you as a result of what someone else did. (K-II)

SOCIAL RESPONSIBILITY

Topic: RESPONSIBILITY TO MAN

Concept: RESPECT FOR OTHERS

- Tell how you can show respect for others (e.g., by listening to others, taking turns, being a good sport, being helpful to others). (K-II)
- Describe one reason it is important to consider others' feelings and needs (e.g., to treat others kindly may encourage others to treat you kindly). (Aff.-II)
- Compare and contrast the terms "respect," "liking," and "agreeing with." (K-IV)
- Describe an incident in which you demonstrated respect for others. (Aff.-III)
- Describe the implications of "respect for others" among nations. (e.g., may discourage territorial interventions). (K-III)
- Explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc. (Aff.-II)
- Explain how a person can respect someone's thinking even though they disagree with it. (K-II) (Aff.-II)
- Identify three factors that influence how much you respect a person (e.g., his age, experience, integrity, his work, etc.). (K-II) (Aff.-III)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO MAN

Concept:

VALUE AND DIGNITY
OF THE INDIVIDUAL

- Describe how various people (e.g., teacher, parents, bus driver, custodian, policeman, etc.) contribute to the well being of the student. (K-II)

- Explain the phrase "dignity of the worker" in terms of its meaningfulness for self-respect. (K-III)

- Contrast a person's abilities and his "worth" as a person and discuss the implications for respecting an individual. (K-IV)

- Describe an incident in which your actions demonstrated a respect for the dignity of another individual. (Aff.-III)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO SOCIETY AND GOVERNMENT	LOYALTY TO FRIENDS AND COUNTRY

- Give an example of how one can be loyal to a friend (e.g., keeping his confidence). (K-II)
- Tell how one can demonstrate loyalty to his country (e.g., by voting, by defending the country if it is attacked). (K-II)
- Define "loyalty" and "nationalism" and discuss similarities and differences between the two. (K-IV)
- Discuss the implications of being disloyal to your friends, to your country. (K-III)
- List two examples of how loyalty to one's country might be demonstrated in schools (e.g., saying the Pledge to the Flag, singing patriotic songs). (K-II)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
SOCIETY AND GOVERNMENT

Concept:

EXISTENCE AND NECESSITY
OF RULES AND LAWS

- Tell how rules and laws protect you and others (e.g., traffic signals at intersections help you to avoid accidents and insure that you will get your turn to cross a street). (K-II) (Aff.-II)
- List safety rules to follow in different situations (e.g., walk rather than run in a classroom, stop at stop signs when riding a bike, play catch on a playground rather than in the school bus). (K-I)
- Explain why there are laws against stealing. (K-II)
- List five occupations in which workers must observe specific laws (e.g., restaurant workers, building, teachers, doctors, etc.). (K-I)
- Explain why there are rules and laws for people living together in a group or society, and discuss what might happen if there were no rules or laws. (K-III)
- Tell how rules and laws provide services and regulate our daily lives. (K-III)
- Compare and contrast laws or rules from three different sources (e.g., federal, state, local government, school, family, etc.) as to whom they apply and what they cover. (K-IV)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
SOCIETY AND GOVERNMENT

Concept:

IMPORTANCE OF COMPLIANCE
WITH RULES AND LAWS

- Describe the importance and function of three safety signals. (K-II)
- Tell why compliance with safety rules is important. (K-II) (Aff.-II)
- Explain the purpose of following rules during a fire drill (e.g., to make sure people are not injured). (K-II)
- Discuss the implications for a society of everyone not complying with its rules and laws (e.g., chaos and disorder). (K-III)
- Explain why people follow some laws but not others (e.g., some people might jaywalk, but would not steal). (K-II)
- Explain why there is some personal risk in not following a law (e.g., laws are set up to provide for people's safety; breaking them may result in exposing a person to danger, as in being hit by a car while jaywalking). (K-II)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
SOCIETY AND GOVERNMENT

Concept:

VOLUNTEER SERVICE IN
COMMUNITY PROGRAMS

- List two ways in which a student may volunteer his time to assist in community projects. (K-I)
- List two community projects that need or use volunteers. (K-I)
- Explain the difference between "volunteer work" and "salaried work." (K-II)
- Interview some volunteer workers and report on the reasons why they do volunteer work. (K-II) (Act.)
- Discuss why many community programs need and use volunteers (e.g., cannot afford to pay regular help, some jobs require only a few hours a week). (K-II)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO SOCIETY AND GOVERNMENT	OBLIGATION TO PROTEST UNJUST LAWS AND RULES

- List procedures to follow at school in order to change a rule which is felt to be unfair. (K-I)

- Discuss the implications for yourself and for society of accepting unjust rules and laws. (K-III)

- Give an example in which an unjust or unpopular law was revoked as a result of popular protest (e.g., prohibition). (K-II)

- Discuss the implications of a democratic government (rule by the majority) for the concept of responsible dissent by a minority. (K-III)

- Explain how a particular personal freedom or right was granted as a result of protest against unjust laws (e.g., free speech, civil rights). (K-II)

- Explain how political opposition is a foundation of a democratic government. (K-II)

- Discuss three factors to consider how you might decide whether a law was truly unjust or unnecessary, as opposed to being unpopular (e.g., the draft). (K-II)

- Discuss what is meant by "responsible protest." (K-II)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
SOCIETY AND GOVERNMENT

Concept:

VALUE OF PERSONAL
RIGHTS AND FREEDOMS

- List rights and freedoms that we have that others in the world do not have. (K-I)
- Explain why rights and freedoms are not unlimited (e.g., freedom of speech does not extend to libel or slander). (K-II)
- Define what is meant by "a freedom." (K-II)
- Explain how responsibilities accompany freedoms (e.g., for free press, responsibility to print news factually). (K-II)
- Discuss why a person's rights and freedoms are important (e.g., provides protection for an individual from larger groups such as state). (Aff.-II)
- List and explain the rights guaranteed by the United States Constitution. (K-II)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
SOCIETY AND GOVERNMENT

Concept:

CITIZEN PARTICIPATION
IN A DEMOCRACY

- Discuss why it is important for citizens to take part in their government (e.g., in order to make it responsive to citizens needs and opinions). (K-II) (Aff.-II)

- List two civic responsibilities of a citizen (e.g., voting, paying taxes, opposing unjust laws or actions, keeping informed of what government is doing). (K-II)

- Describe a specific example of citizen participation through use of the initiative or referendum process. (K-II)

- Explain how citizens can use the initiative or referendum to accomplish a particular goal. (K-III)

- Describe two ways citizens may express their viewpoints (e.g., letters to elected officials, letters to newspaper or magazine editors, etc.). (K-II)

- Describe two ways a student may participate in government (e.g., voter registration, canvassing, election campaign work, etc.). (K-II)

- Distinguish between the "rights" and "responsibilities" of citizens. (K-II)

- Identify two local offices citizens may be elected to (e.g., city council, school board). (K-I)

- Assess the extent to which a citizen can "not participate" in governmental affairs and describe the consequences of not participating (e.g., does not vote, so may lose representation of viewpoint; does not pay taxes and thus makes no financial contribution to society and its services). (K-IV)

RESPONSIBILITY TO SOCIETY AND GOVERNMENT -
CITIZEN PARTICIPATION IN A DEMOCRACY (Continued)

- Describe how knowledge about the history and government of his country can help make a person's participation more effective (e.g., know how and where to make inputs to the government, know more about the rights of people, know the background of issues and laws, etc.). (K-II)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO SOCIETY AND GOVERNMENT	INTERRELATION OF ONE PERSON'S RIGHTS AND THOSE OF OTHERS

- Discuss the implications of denying another person his rights in order to preserve your rights. (K-IV)

- Compare the rights of the individual to the rights of the group (e.g., individual rights may be pursued insofar as they do not infringe on the rights of others). (K-IV)

- Give a specific example of a situation in which your behavior was influenced by respect for the rights of another individual. (K-II) (Aff.-III)

- Give a specific example of a situation in which an individual's rights are abrogated in order to safeguard the rights of others (e.g., imprisonment of convicted criminals). (K-II)

- Explain why a "double standard" is an infringement of an individual's or a group's rights (e.g., laws apply equally to all people; selective applications represent discrimination for or against groups). (K-II) (Aff.-II)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
THE ENVIRONMENT

Concept:

APPRECIATION OF NATURE

- Describe three activities people engage in that allow for appreciating and enjoying nature (e.g., camping, hiking, swimming, fishing, etc.). (K-II)

- Explain how outdoor activities can harm the environment (e.g., using up or destroying natural resources, as in fishing or campfires). (K-II)

- Tell three things people can do to help preserve nature for people to enjoy (e.g., picking up refuse, bringing own firewood, not picking or destroying plants and flowers, etc.). (K-II)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
THE ENVIRONMENT

Concept:

BALANCE OF NATURE

- Explain what is meant by "the food chain" and describe the effects of a break in the chain (e.g., a lack of predators may cause one species to over-multiply and kill off other species). (K-II)
- Explain what is meant by an "ecological community" (e.g., a collection of plants and animals which coexist in the single environment). (K-II)
- Using a specific example, describe how plants and animals in an ecological community depend upon each other. (K-II)
- Using a specific example, describe what happens when the balance of nature is thrown off in a particular ecological community (e.g., some species may die or grow too much). (K-II)
- Compare and contrast three types of ecological communities (e.g., chaparral, tundra, riparian, meadow, forest). (K-IV)
- Explain how increased participation in outdoor activities such as camping or back-packing can affect the balance in an ecological community if care is not taken (e.g., plants can be destroyed, animals frightened away, etc.). (K-II)
- Describe two ways people can act to preserve the balance of nature yet still accommodate the needs of the population (e.g., recycling materials, avoiding over-development of areas with limited resources, developing synthetic fuels, etc.). (K-II)
- Analyze the impact, both positive and negative, of humans on the balance of nature (e.g., many resources depleted due to excessive use; many species preserved due to establishment of refuges). (K-IV)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
THE ENVIRONMENT

Concept:

IMPLICATIONS OF SOCIETAL
CHANGES FOR THE ENVIRONMENT

- Tell how increased population influences the environment (e.g., depletion of resources, pollution, etc.). (K-II)
- Report on three actions communities are taking to help protect and conserve natural resources (e.g., zoning to preclude development, establishment of parks, etc.). (K-II)
- Discuss the effects of increasing demands for products and the technological revolution on the environment (e.g., a greater drain on natural resources). (K-II)
- Describe how an increased interest in outdoor recreation will affect wilderness areas (e.g., increased traffic produces air pollution which affects the health and growth of living things). (K-III)
- Describe two current programs designed to protect the environment and evaluate their probable effectiveness (e.g., Environmental Protection Act, laws requiring automobiles to have smog devices). (K-VI)
- Explain how attainment of a stable (i.e., not growing) population level will affect the environment. (K-III)

Topic:

RESPONSIBILITY TO
THE ENVIRONMENT

Concept:

IMPORTANCE AND NEED FOR
PRESERVING NATURAL SETTINGS

- Explain why the government sets aside natural areas such as national parks and forests (e.g., to ensure that such areas will be available for people to enjoy, to provide for maintaining natural wildlife habitats, etc.). (K-II)
- Give two reasons why it is important to preserve natural settings (e.g., to insure that people enjoying natural settings and the outdoors may continue to do so; to preserve ecological balance, etc.). (K-II)
- Explain why the current concern for ecology is more likely a 20th century phenomenon than a 19th century phenomenon (e.g., as "natural" areas become fewer, their preservation becomes more important). (K-II)
- Assess the degree to which being in a natural environment affects your "peace of mind." (K-IV)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO
THE ENVIRONMENT

Concept:

FRAGILE CHARACTER OF
THE ECOLOGICAL SYSTEM

- Describe the effects of littering on the ecological system (e.g., trash in a pond may harm food sources of fish and water fowl). (K-II)

- Describe three specific examples of how man has disturbed the ecological system (e.g., dumping of phosphates contributing to growth of algae in lakes which uses up oxygen in the water, which kills fish). (K-II)

- Describe the effects of each of the following on their respective ecological communities: land fill, wild rivers control, hunting of game, and random disposal of waste materials. (K-II)

- Explain why it is important to be aware of the availability of natural resources (e.g., they may become used up later on). (K-II) (Aff.-II)

- Analyze and describe two effects on an ecological system or community of a particular proposed project (e.g., a housing development, a new road, a new park, a new dam, etc.). (K-IV)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO THE ENVIRONMENT	MAN'S OBLIGATION TO FUTURE GENERATIONS

- Describe one effect of unwise use of natural resources on future generations. (K-II)

- Describe three things people are doing to help protect and conserve our natural resources (e.g., pollution control acts, development of "pollution free" fuels and equipment, restrictions on development, etc.). (K-II)

- Compare the amount of wilderness and park areas existing in the United States fifty years ago with the amount existing today and estimate how much there will be in another fifty years if the current trend continues. (K-III)

- Explain why present generations need to think about the future in planning the use of undeveloped areas (e.g., because future generations will need to have such areas, but they aren't here to protect their interests). (K-II)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO THE ENVIRONMENT	EFFECTS OF INDIVIDUAL ACTION

- Describe three ways an individual can help conserve natural resources (e.g., recycle cans, turn off or fix dripping faucets, etc.). (K-II)

- Tell how environmental action groups (e.g., Sierra Club, Friends of the Earth, Save the Redwoods League) act to preserve the environment. (K-II)

- Describe one ecology-oriented activity you have engaged in. (Aff.-III)

- Explain how individuals' freedom of action can be affected by their concern for ecology (e.g., decide to have fewer children or to adopt children, decide to commute in car pools or by public transit, etc.). (K-III)

- Determine the extent to which you feel an individual's actions should be guided by a concern for ecology. (Aff.-III)

SOCIAL RESPONSIBILITY

Topic: RESPONSIBILITY TO SELF

Concept: RESPONSIBILITY FOR TASKS

- Describe a task for which you are responsible (e.g., taking out garbage, making bed, etc.). (K-II)
- Explain what it means to be responsible for a task (e.g., to make sure the task is carried out and to be accountable if it is not done, or not done correctly). (K-II)
- Describe the kinds of tasks each of the following people is responsible for: mother, father, teacher. (K-II)
- Compare and contrast the kinds of tasks people are responsible for at home, at school, and at work. (K-IV)
- Compare and contrast the kinds of tasks people are responsible for as children, as teenagers, and as adults. (K-IV)

SOCIAL RESPONSIBILITY

Topic: RESPONSIBILITY TO SELF

Concept: RESPONSIBILITY FOR ACTIONS

- Explain what it means to be responsible for one's actions (e.g., to be accountable for the results of the actions). (K-II)

- Explain the difference between being responsible for one's tasks and being responsible for one's actions. (K-II)

- Relate the concept of "you are what you do" to being responsible for one's actions. (K-III)

- Discuss whether you think there are any situations in which you are not responsible for your actions. (Aff.-II)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO SELF	FAMILY REPONSIBILITIES

- Describe the responsibilities people assume when they become parents (e.g., supporting a family, caring for children, etc.). (K-II)
- Describe your responsibilities as a member of your family (e.g., to assist on certain tasks, to keep parents informed of whereabouts, etc.). (K-II)
- Evaluate the costs and benefits of assuming family responsibilities (e.g., takes more time but gives one a sense of accomplishment). (K-VI) (Aff.-III)
- Explain how a person's freedom and responsibility are related (e.g., as given more freedom, expected to be more responsible). (K-II)
- Compare and contrast your family responsibilities as a child and as an adult. (K-IV)

SOCIAL RESPONSIBILITY

Topic:

RESPONSIBILITY TO SELF

Concept:

CARE FOR SELF

- Explain why it is important to pay attention to one's health (e.g., able to function better when healthy, feel and look better when healthy). (K-II)

- Assess the importance of caring for one's appearance through neatness and grooming (e.g., people may judge you based on your appearance). (K-VI) (Aff.-III)

- Give two reasons why it is important for students to be educated about drug use and sex (e.g., to be able to protect themselves from drug abuse and/or sex abuse; to be able to formulate attitudes and values regarding drug use and sexual behavior). (K-II) (Aff.-II)

- Analyze and discuss the roles of others, such as government agencies, family, and friends, in caring for yourself (e.g., governments pass laws to protect citizens, parents make rules to help protect you, etc.). (K-IV)

- Discuss the importance and value of life and whether one has a responsibility to protect one's life. (Aff.-III)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO SELF	PERSONAL INTEGRITY

- Explain what is meant by "personal integrity" (e.g., knowing and standing for what a person believes in, personal honesty). (K-II)

- Describe two ways in which one's personal integrity may influence one's life (e.g., working on jobs whose goals one respects, reflecting one's values in his or her actions, etc.). (K-III)

- Evaluate the relative advantages and disadvantages of "being true to oneself" and "going along with the crowd." (K-VI) (Aff.-III)

- Describe a specific incident in which you demonstrated personal integrity and an incident in which you did not. (K-II)

SOCIAL RESPONSIBILITY

Topic:	**Concept:**
RESPONSIBILITY TO SELF	ACCEPTANCE OF RESPONSIBILITY

- Assess the implications of avoiding responsibility for one's life (e.g., less risk of criticism but less potential for making life satisfactory). (K-IV)

- Determine whether a person really has the option to not accept responsibility for his life. (Aff.-III)

- Describe two areas for which a student can accept responsibility (e.g., his school work, home tasks, part-time work, etc.). (K-II)

- Explain how the amount of responsibility a person accepts may vary (e.g., increases with age and with demonstrated ability to handle responsibility). (K-II)

Leisure

LEISURE

Topic:

ORIENTATION TO LEISURE

Concept:

LEISURE AS REST
AND/OR RECREATION

- Define the term "leisure" (e.g., time free from work or duties). (K-I)
- Identify times in the day that are leisure times (e.g., recess, after school, weekends, etc.). (K-I)
- Tell three ways you might spend your leisure time. (K-I)
- Recognize that people generally spend their leisure time doing things they like or want to do. (K-I)
- Discuss whether "doing nothing" is leisure. (K-V)
- Discuss why a person might elect to have little or no leisure. (K-II)
- Explain how leisure provides a person an opportunity to exert control or influence over his life. (K-II)

LEISURE

Topic:

ORIENTATION TO LEISURE

Concept:

LEISURE AS PERSONAL DEVELOPMENT AND/OR AVOCATIONAL PURSUIT

- Identify two kinds of leisure activity that provide entertainment to an individual (e.g., watching sports events, going to movies, etc.). (K-I)
- Identify two kinds of leisure activity that provide an individual with an opportunity for self-expression (e.g., photography, woodworking, sewing, etc.). (K-I)
- Identify two kinds of leisure activity that provide an individual with an opportunity for personal development, either physical or intellectual (e.g., travel, reading, sports, etc.). (K-I)
- Identify two kinds of leisure activities that may be related to a person's work (e.g., photography, woodworking, etc.). (K-I)
- Explain and give examples of how leisure activities can provide entertainment, opportunities for self-expression and opportunities for personal development or learning. (K-II)
- Discuss what you personally gain from leisure activities. (K-V) (Aff.-III)
- Analyze the relationship between what a person gets out of his leisure activities and what he wants to get out of his leisure. (K-IV)

LEISURE

Topic:

ORIENTATION TO LEISURE

Concept:

INDIVIDUAL DIFFERENCES IN
LEISURE ACTIVITIES

- Compare and contrast the types of leisure activities engaged in by yourself and three other people. (K-IV)

- Compare and contrast the kinds of leisure activities engaged in by children in the United States and by children in a foreign country. (K-IV)

- Tell three ways in which the kinds of leisure activities people like may differ (e.g., indoor versus outdoor, individual versus group, quiet versus active, organized versus unstructured). (K-I)

- Explain why different people prefer different types of leisure activities (e.g., people have different interests, abilities, etc.). (K-II)

- Determine whether or not certain types of people tend to enjoy certain types of leisure activities (e.g., boys liking sports, shy people liking to read, outgoing people liking to act in plays, etc.). (K-IV)

LEISURE

Topic:

PATTERNS IN LEISURE

Concept:

TEMPORAL PATTERNS
OF LEISURE ACTIVITIES

- Describe how the time of day influences the kinds of leisure activities you engage in (e.g., some activities cannot be done at night). (K-II)
- Tell what times during the year you have the most leisure (e.g., on weekends, during vacations). (K-I)
- Compare and contrast the kinds of leisure activities which you could engage in during recess, after school, on weekends, and in the summer. (K-IV)
- Describe how leisure activities may vary from one season to another (e.g., swimming in the summer, skiing in the winter, etc.). (K-II)
- Explain how conversion to a four-day work week would affect people's leisure time (e.g., less leisure on the days of work, but one additional "leisure" day a week). (K-III)
- Describe how your own leisure activities change at different times of the day, week, or year. (K-II)

LEISURE

Topic: PATTERNS IN LEISURE

Concept: GEOGRAPHICAL PATTERNS OF LEISURE ACTIVITIES

- Describe two activities that can be done in certain parts of the country and not in others (e.g., skiing in the mountains, surfing at the ocean, attending concerts in cities, etc.). (K-I)
- Identify two kinds of leisure activities not affected by geography (e.g., crafts, reading, travel, etc.). (K-I)
- Tell how weather (climate) can influence the kinds of leisure engaged in. (K-II)
- Explain how a person's leisure activities might differ in Alaska (where the summer days and the winter nights are very long) and in Florida. (K-II)
- Identify the kinds of leisure activities available in your own local area and determine whether or not they would be commonly available in other areas. (K-II)

LEISURE

Topic:

PATTERNS IN LEISURE

Concept:

PERSONAL PATTERNS
OF LEISURE ACTIVITIES

- Compare the amounts of leisure available to a brother, a sister, a friend a parent, and a grandparent. (K-IV)

- Analyze and describe the amounts of leisure a worker has a) when he first begins working; b) after he has been working for fifteen to twenty years; and c) when he is ready to retire. (K-IV)

- Identify two leisure activities which you enjoy and which adults also enjoy. (K-I)

- Identify two leisure activities which you enjoy but adults do not enjoy. (K-I)

- Identify two leisure activities which adults enjoy but you do not. (K-I)

- Identify which of the following times in a person's life generally have the most and the least leisure: infancy, childhood, teen-age years, adult--worker and/or parent, retired worker. (K-I)

- Describe a leisure activity which you used to engage in but no longer do and explain why you have "outgrown" it. (K-II)

LEISURE

Topic:

PATTERNS IN LEISURE

Concept:

EXPANSION OF TIME FOR LEISURE

- Give two examples of occupational areas in which workers today generally have more leisure time than workers in that area twenty years ago (e.g., construction workers, factory workers, etc.). (K-II)
- Explain why the increase in leisure time is found mainly in production and some professional occupations (i.e., doctors) rather than in service occupations. (K-II)
- Compare the amounts of leisure available: a) now, b) when your parents were young, and c) when your grandparents were young. (K-IV)
- Explain how the following factors have contributed to an increase in the availability of leisure time: technology and population increases. (K-II)
- Explain how the trend toward a four-day work week is related to the increase in leisure time. (K-II)

LEISURE

Topic:

PATTERNS IN LEISURE

Concept:

IMPLICATIONS OF EXPANSION
OF TIME FOR LEISURE

- Describe one effect on society of a general increase in the amount of leisure time available (e.g., greater demand for recreational facilities and services). (K-IIi)
- Discuss one attitude you feel society needs to develop in order to cope with increased leisure time (e.g., place greater value on pursuit of personally meaningful pastimes, less reliance on traditional work ethic, etc.). (K-II)
- Explain how an increase in leisure time would affect your life (e.g., allow additional time to pursue current interests and develop new interests). (K-III)
- Describe one effect of parents and children having different times for leisure (e.g., if parents work evenings). (K-III)
- Discuss to what extent, if any, you would devote extra time to leisure activities, as compared to education, work, or activities reflecting social responsibility. (K-IV) (Aff.-III)

LEISURE

Topic:

LEISURE OPPORTUNITIES

Concept:

TYPES OF LEISURE ACTIVITIES:
REST AND RECREATION

- Describe what you do for fun. (K-I)
- Identify three things other people do for fun which you think you would also enjoy. (K-I)
- Describe your favorite hobby. (K-I)
- Determine in which of the following areas are included the most and least of the things you do for fun: travel; hobbies, crafts; sports, games; and literature, art, music, drama. (K-III)
- Give two examples of specific leisure activities you might enjoy for each of the following areas: travel; hobbies, crafts; sports, games; and literature, art, music, drama. (K-II)
- List the kinds of leisure activities that people in your school do for entertainment and classify them as to whether they are travel, hobbies/crafts, games/sports, or literature/art/music/drama. (K-III)
- Describe your favorite game or sport. (K-I)

LEISURE

Topic:

LEISURE OPPORTUNITIES

Concept:

TYPES OF LEISURE ACTIVITIES:
PERSONAL DEVELOPMENT AND
AVOCATIONAL PURSUIT

- Describe two leisure activities which you engage in that contribute to your physical or intellectual development (e.g., sports, reading, listening to music, etc.). (K-II)

- Describe one leisure activity you engage in that provides you with an opportunity for self-expression (e.g., art, playing a musical instrument, woodworking, etc.). (K-II)

- Give an example of a specific leisure activity from each of the following categories that provides an opportunity for physical and/or intellectual development: sports, games; hobbies, crafts; art, literature, music, drama. (K-II)

- Explain how travel can contribute to personal development. (K-II)

- List the kinds of leisure activities that people in your school do for personal development and/or expression and, for each activity, indicate whether it is a) travel, b) hobby, craft, c) sport, game, or d) literature, art, music, drama. (K-III)

LEISURE

Topic:

LEISURE OPPORTUNITIES

Concept:

LEISURE RESOURCES

- Identify two different kinds of leisure activity available at school (e.g., games at recess, art or music in class). (K-I)
- Tell what kinds of activities are provided by a local recreation department and indicate when they are available (e.g., swimming after school, craft classes on Saturday mornings, sports leagues during the summer, etc.). (K-I)
- Identify three organized group activities in a local area (e.g., Boy or Girl Scouts, church groups, Little League baseball etc.). (K-I)
- Describe one way a person's job may support or encourage leisure activity (e.g., coffee breaks, paid vacations, etc.). (K-II)
- Compare and contrast as to number and type the leisure resources available in a large city and a suburb or small town. (K-IV)
- Describe one leisure activity you can do by yourself. (K-II)
- List three sources of information about possible leisure activities in your area (e.g., newspaper, Chamber of Commerce, recreation department, etc.). (K-I)

LEISURE

Topic:

LEISURE OPPORTUNITIES

Concept:

FACTORS INFLUENCING SELECTION OF LEISURE ACTIVITIES

- Explain how individuals' personal characteristics (e.g., interests, skills, abilities, etc.) influence their leisure activities. (K-II)

- Compare and contrast the kinds of leisure activities engaged in after school, on the weekend, and during vacations and explain how the amount of leisure time available affects the selection of activities. (K-IV)

- Identify three resources which can affect the selection of leisure activities by their presence or absence (e.g., money, time, people, facilities). (K-I)

- Given a list of leisure activities a person engages in, determine the probable reasons for selection of these activities (e.g., hiking -- likes outdoor activities). (K-II)

- Given a list of leisure activities another person engages in, compare his or her activities with your own and identify possible reasons for any differences in selected activities. (K-II)

- Compare and contrast the leisure activities a person does and those he would like to do and discuss why a discrepancy might exist. (K-IV)

- Discuss the relationship of the following factors to the selection of leisure activities: desire for company, desire for activity or stimulation, need for "a break." (K-II)

- Given a specific leisure activity, identify the prerequisites which might be necessary to engage in that activity (e.g., golfing -- need equipment, a course to play on, and a block of time). (K-I)

- Given a person with specific interests and abilities, suggest two leisure activities which he or she would likely enjoy. (K-III)

LEISURE

Topic: LEISURE OPPORTUNITIES

Concept: COSTS AND BENEFITS OF LEISURE ACTIVITIES

- Given a list of specific leisure activities, rank them according to their costs in terms of time required, money required, and facilities required. (K-IV)

- Compare and contrast the advantages and disadvantages of a high paying job offering little leisure time and a low paying job offering a great deal of leisure time. (K-IV) (Aff.-III)

- Given a specific leisure activity, describe the costs and benefits associated with that activity. (K-II)

- Given a list of specific leisure activities with their associated costs and benefits, determine which activity(ies) you would prefer to engage in, based on the information provided. (Aff.-III)

- Determine what makes your favorite leisure activity worthwhile to you. (K-II) (Aff.-III)

- Describe five benefits a person might receive from a leisure activity (e.g., social interaction, intellectual stimulation, opportunity to demonstrate skill, physical activity, being outdoors, etc.) and indicate which of the benefits you would find most important. (K-II) (Aff.-III)

Strand III: Orientation and Goal Formulation

Status Assessment

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STATUS ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF SELF	ASSESSMENT OF SELF IN RELATION TO LEISURE OPTIONS

- Given a particular leisure activity (e.g., skiing, horseback riding, sewing) explain why you would or would not participate in it. (K-II)

- In considering a particular leisure activity, identify three factors which would influence a person's decision to pursue that activity (e.g., skills, values, interests, etc.) and explain how each factor might influence such a decision. (K-I)

- Given a specific leisure option, describe two personal characteristics a person should have to successfully pursue that option. (K-II)

- Given a specific leisure option, indicate whether or not you have the necessary interests, values, and skills to pursue that option. (K-III)

- Given at least three leisure activities, assess the degree to which you would be likely to participate in each of them, given your interests, values, and skills. (K-VI)

- Describe how people with varying skills might participate in a specific leisure activity in different ways (e.g., a person who is too small to be a football lineman might participate in football by being a coach or manager). (K-II)

STATUS ASSESSMENT

Topic:

ASSESSMENT OF SELF

Concept:

ASSESSMENT OF SELF IN RELATION TO EMPLOYMENT OPTIONS

- Identify four personal characteristics a person might want to consider when evaluating potential employment options (e.g., physical skills, cognitive skills, leisure interests, values, work style, desired life style, etc.). (K-I)

- Explain how a specific employment option might relate to each of the following: leisure activities, subjects studied in school, and perceived social responsibilities (e.g., if you are considering a scientific career you should also consider how much you like science classes). (K-II)

- Given a person who is pursuing a specific employment option (e.g., an older friend or relative), identify what characteristics about that person were influential in his decision to pursue that occupation. (K-II)

- Given a specific occupation, identify what personal characteristics a person pursuing that occupation should probably have. (K-II)

- Given a specific occupation, assess the degree to which you possess the interests, skills, etc. helpful in pursuing that occupation. (K-III)

- Given at least three employment options, determine which of the options your interests, skills, etc. are most appropriate for. (K-III)

- Given a specific employment option, identify which of your interests, skills, talents, values, and desired life style characteristics would be compatible with that option and which characteristics would not be compatible. (K-II)

STATUS ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF SELF	ASSESSMENT OF SELF IN RELATION TO EDUCATION AND TRAINING OPTIONS

- Identify three personal characteristics which should be considered in relation to a specific education or training option (e.g., academic skills, study habits, desired life style, interests, etc.). (K-I)

- Given a person (e.g., an older friend or relative) who is pursuing a specific education or training option, describe the characteristics of that person which were influential in his decision to pursue that option. (K-II)

- Given a specific education or training option, identify the characteristics a person pursuing that option should probably have. (K-II)

- Given a specific education or training option, determine whether you have the abilities, interests, etc. to pursue that option. (K-III)

- Given a specific education or training option, identify which of your abilities, interests, study habits, and desired life style characteristics are compatible with that option and which characteristics are not compatible. (K-II)

- Given at least three education or training options, determine which of the options your abilities, study habits, interests, etc. are most appropriate for. (K-III)

STATUS ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF SELF	ASSESSMENT OF SELF IN RELATION TO ROLES AND RESPONSIBILITIES

- Identify three possible roles which you think you might play in your life (e.g., student, worker, parent, husband-wife, citizen, etc.). (K-I)

- Given a specific role, identify two characteristics a person in that role should have (e.g., for a civic leader -- ability to get along well with people, be an effective leader of groups, be a good organizer, etc.). (K-II)

- Describe the characteristics of a person playing a specific role (e.g., parent) which make that person effective in that role. (K-II)

- Given a specific role which you might play in your life, assess the degree to which you have the necessary personal characteristics to carry out that role (e.g., to be a husband/wife, ability to communicate feelings, to listen to another's point of view, to work cooperatively in tasks, etc.). (K-IV)

- Given a specific role, role play with another student or group of students that role in a specific situation, assess the degree to which you feel you were able to handle the role and identify those aspects of the role which you could not handle. (K-IV) (Act.)

- Given a specific role, identify two responsibilities associated with that role (e.g., employee -- to be conscientious in your work, to do your tasks as well as you can, to demonstrate good work habits, such as punctuality, etc.). (K-II)

- Compare and contrast the kinds of roles you play in different situations (e.g., leader, follower, organizer, supporter, critic, etc.). (K-IV)

STATUS ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF SELF	ASSESSMENT OF SELF IN RELATION TO PREREQUISITES FOR SPECIFIC GOALS

- Given a specific goal, identify the prerequisites for attaining that goal (e.g., getting into college -- completing certain required courses, doing reasonably well in school work, engaging in some extracurricular activities, completing the application procedure, paying the application fee, etc.). (K-I)

- Given the prerequisistes for attaining a specific career goal, identify two characteristics or qualities a person should have to meet those prerequisites (e.g., to complete a college application procedure, a person should be able to express himself clearly, be well organized so that he can keep track of the various pieces of the application, etc.). (K-I)

- Given the prerequisites for attaining a specific career goal, assess the degree to which you, with your present interests, values, etc., would be able to meet the prerequisites. (K-IV)

- Given certain prerequisites for attaining a goal which you feel you would not be able to meet at the present time given your present interests, abilities, etc., describe what steps you would take to be able to meet those prerequisites. (K-V)

- Given at least three related goals (e.g., three occupational goals) which you are considering, determine for which of the goals you would be best able to meet the prerequisites, given your present interests and abilities. (K-VI)

STATUS ASSESSMENT

Topic:

ASSESSMENT OF SELF

Concept:

PERSONAL CHARACTERISTICS TO
CONSIDER IN GOAL FORMULATION

- Identify three personal characteristics which a person should consider when formulating career goals (e.g., interests, abilities, values, preferred life style, work style, etc.). (K-I)

- Explain how each of the following may influence your success in attaining a goal: your physical skills, your cognitive abilities, your interests, your values, and your work style. (K-II)

- Given a person who has formulated a career goal, identify what characteristics about himself or herself were considered in formulating that goal. (K-II)

- Indicate what personal characteristics a person should consider for each of the following areas of goals: occupational goals, educational goals, leisure goals, and social responsibility goals. (K-I)

- Given a specific goal area (occupational, educational, social, or leisure) identify those characteristics about yourself which you would keep in mind in formulating goals in that area (e.g., occupational goals -- you like to work alone, you are interested in mechanical things, and you do not like to write). (K-II)

- Given a variety of information about your personal characteristics, identify which of those pieces of information you would use in selecting possible career options and which you would not (e.g., if you really enjoyed outdoor activity, really disliked participating in large group activities, and were rather neutral regarding potential social implications of activities, you would probably consider the first two factors in selecting options, but not the last, as it is not a critical matter to you). (K-V)

STATUS ASSESSMENT

Topic:

ASSESSMENT OF SELF

Concept:

IMPLICATIONS OF CHANGES IN
PERSONAL CHARACTERISTICS

- Describe two ways a person's characteristics might change between junior high school and adulthood (e.g., develop new interests, increase proficiency in some abilities or skills, modify values based on experiences, etc.). (K-II)

- Explain why it is unlikely that a person's personal characteristics will remain unchanged for ten years (e.g., a person's characteristics -- interests, skills, etc. -- are shaped by his experiences and activities; as a person experiences more and does more, his characteristics are likely to change). (K-II)

- Describe one implication of the fact that a person's characteristics are likely to change over time for that person's career goal formulation and planning (e.g., plans should be flexible, a person should avoid narrowing in on specific goals prematurely, etc.). (K-III)

- Give an example of how a person can deliberately modify his personal characteristics in order to facilitate attaining a desired goal (e.g., improve math skills, spend extra time studying math in order to eventually become a research scientist). (K-II)

- Given a specific goal you are considering, explain how your plans take into consideration the possibility that you may change somewhat over the next few years. (K-III)

STATUS ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF PERSONAL SATISFACTIONS	SATISFYING AND DISSATISFYING ACTIVITIES

- Recall three activities you have taken part in over the past year that you enjoyed (e.g., taking a trip, playing games with friends, making a garden, watching television). (K-I)
- Identify and describe one activity that you learned this past year (e.g., swimming, riding a bicycle) that gave you a good deal of satisfaction and explain why you liked it (e.g., you enjoyed doing it, you felt proud of the result, etc.). (K-II)
- Identify one activity you would like to learn during the next year and explain why. (K-II)
- Recall two activities that you would prefer not to take part in again and explain why. (K-II)
- Contrast characteristics and components of activities you enjoy and activities you do not enjoy. (K-IV)
- Analyze your reactions to specific activities and identify two factors that make activities satisfying to you and two factors that make activities dissatisfying to you. (K-V)
- Given a specific career option which you think you might enjoy, describe what activities involved in that option would be satisfying for you. (K-II)

STATUS ASSESSMENT

Topic:

ASSESSMENT OF PERSONAL SATISFACTIONS

Concept:

SATISFYING AND DISSATISFYING SITUATIONS

- Identify three different dimensions of situations which may contribute to how satisfying a situation is to a person (e.g., setting, extent of personal interaction, individual vs. group effort, prescribed vs. flexible, etc.). (K-I)

- Identify five different situations or events that you have found personally satisfying and five which you have found dissatisfying. (K-II)

- Given a situation which you have found personally satisfying, determine what specifically about the situation was satisfying to you (e.g., tutoring younger children made you feel like you were really helping them to learn). (K-II)

- Given a situation which you have found personally dissatisfying, determine what specifically about the situation was dissatisfying to you. (K-II)

- Given a specific career option which you are considering, identify what specific components of that option would probably be personally satisfying. (K-II)

- Given a specific career option which you would not consider, identify what specific components of that option would probably be personally dissatisfying. (K-II)

- Given a list of situations which you find personally satisfying or dissatisfying, compare and contrast the specific factors in each situation which contributed to your feelings. (K-IV)

- Given an analysis of situations which are personally satisfying or dissatisfying, identify three characteristics or components of situations which typically make those situations satisfying or dissatisfying for you. (K-V)

- Given characteristics of situations which you find personally satisfying and/or dissatisfying, relate them to career options and assess the degree to which a specific career option would be satisfying to you. (K-III)

STATUS ASSESSMENT

Topic:

ASSESSMENT OF PERSONAL SATISFACTIONS

Concept:

IDENTIFICATION OF CONFLICT BETWEEN EXPECTATIONS OF SELF AND EXPECTATIONS OF OTHERS FOR SELF

- Describe a situation in which your expectations differed from those of another person (e.g., you and your parents had different ideas about how late you should stay up at night). (K-II)

- Identify two areas in which your expectations for yourself may differ from the expectations others have for you (e.g., your behavior, what activities you engage in, what you do with your life, etc.). (K-II)

- Determine what expectations you think your parents or relatives have for you (including career goals, values, life style, etc.). (K-II)

- Explain why people may have expectations for you which they do not admit (e.g., a teacher may want you to spend a lot of time studying science because you have ability in that areas, but he may not want to say so in order to give you freedom of choice in what you study). (K-II)

- Compare and contrast your views on what you should do with your life with the views of another person on what you should do with your life and identify areas of agreement and disagreement. (K-IV)

- Given areas of disagreement or conflict between your own views and those of another person, give one reason which might account for the discrepancy (e.g., differences in experiences, values, etc.). (K-II)

- Identify two sources or groups which hold expectations for how you should live your life or try to influence the direction of your life (e.g., parents' opinions, school policies, advertisements, friends, etc.). (K-I)

- Compare and contrast the kinds of expectations each of the following have for how people should live: church and social groups, parents and schools, advertisements and promotional agencies. (K-IV)

STATUS ASSESSMENT

Topic:

ASSESSMENT OF PERSONAL
SATISFACTIONS

Concept:

COMPONENTS OF SATISFYING
PERSONAL LIFE STYLE

- Identify three components which influence a person's overall life style (e.g., family life, work life, leisure life, social life, etc.). (K-I)

- Explain how a person's career--his work, educational pursuits, leisure activities, and social responsibilities--may influence a person's life style (e.g., a person whose work involves attracting new customers may have a demanding social life, a person who enjoys traveling and living in different countries may avoid long-term commitments such as owning a house, etc.). (K-II)

- Given a person who has a satisfying life style, identify two factors that contribute to this satisfaction. (K-II)

- Based on a consideration of other people's life styles (e.g., your parents, friends, etc.), identify two characteristics which you think would make your own life style satisfying. (K-II)

- Identify two characteristics about your present life that you find satisfying and two characteristics that you find dissatisfying (e.g., do work which you feel is socially significant, lack meaningful relationships with people). (K-II)

- Identify one way your life could change so that it would be more satisfying to you (e.g., have more time available for personal development). (K-II)

- Based on activities and situations which you find generally satisfying, identify three specific characteristics which make your life style satisfying. (K-II)

- Given a specific career option you are considering, explain how it would contribute to a satisfying life style. (K-II)

- Realize that "satisfactory life style" means different things to different people by comparing and contrasting the factors that make your life style satisfying with those that contribute to the satisfying life styles of at least two other people. (K-IV) (Aff.-II)

STATUS ASSESSMENT

Topic:	**Concept:**
ASSESSMENT OF PERSONAL SATISFACTIONS	RESOLUTION OF CONFLICT BETWEEN EXPECTATIONS OF SELF AND EXPECTATIONS OF OTHERS FOR SELF

- Give two reasons why different people have different expectations for how a person should live his life (e.g., different values, interests, etc.). (K-II)

- Explain why certain people feel they have a responsibility to influence you regarding what kind of life you live (e.g., they care about you, they are supporting you, they have had more experience, etc.). (K-II)

- Discuss how much parents should influence the kinds of lives their children lead and determine how much influence you would try to exert if you were a parent. (Aff.-III)

- Compare and contrast the kind of life style you would like to have and the kind of life style another person would like you to have, and identify areas of conflict between the two. (K-IV)

- Identify two possible strategies for dealing with conflicts between people's expectations (e.g., modification of one or the other's point of view, finding a compromise, etc.). (K-I)

- Given a conflict between your own expectations for your life and another person's expectations for your life, propose two means of resolving the conflict, one from the point of view of the other person and one from your own point of view. (K-V)

- Given two alternative means of resolving conflict between two persons' expectations, assess the degree to which each solution is likely to a) resolve the conflict, and b) be perceived as satisfactory by the other party. (K-VI)

- Given a conflict between one person's expectations for himself and another person's expectations for the first person, explain how that conflict was resolved. (K-II)

Options Analysis

OPTIONS ANALYSIS

Topic:	**Concept:**
OPTIONS IDENTIFICATION	OPTIONS IDENTIFICATION IN RELATION TO SPECIFIC INTERESTS

- Given a specific occupational or leisure option that a person has selected, identify which of that person's interests probably influenced his selection of that option. (K-II)

- Given a specific occupational or leisure option, identify two interests that would be compatible with that option (e.g., bicycling--outdoor activities, physical exercise). (K-II)

- Give a specific example of a person whose occupation is probably related to his interests (e.g., a professional athlete or photographer). (K-II)

- Give an example of a person's work in the area of social responsibility that is related to his interests (e.g., a recycling coordinator who is interested in environmental protection). (K-II)

- Given at least three career options, identify an interest that is common to all (e.g., teaching, nursing, serving as a youth group advisor, and organizing political committees--interest in working with people). (K-IV)

- Given a specific interest (e.g., outdoor activities) identify two leisure and two occupational options that would be compatible with the interest (K-V)

- Given at least three interests, identify two leisure and two occupational options that would be compatible with that combination of interests. (K-V)

OPTIONS ANALYSIS

Topic:

OPTIONS IDENTIFICATION

Concept:

OPTIONS IDENTIFICATION IN
RELATION TO SPECIFIC
PHYSICAL ABILITIES

- Given a specific occupational or leisure option, identify the physical skills that would be necessary to pursue that option. (K-I)

- Given a specific occupational or leisure option that a person is pursuing, which involves physical skills, identify those skills (e.g., backpacking--endurance, ability to walk and carry packs long distances, etc.). (K-II)

- Give an example of how a specific skill (e.g., dancing, manual dexterity) is involved in a specific occupation (e.g., a dancer, a typist). (K-III)

- Given a specific career option that a person has selected, identify which of that person's skills probably influenced his selection. (K-II)

- Explain how the absence as well as the presence of physical skills can influence the career options a person elects to pursue (e.g., a person who is unable to tolerate great heights would probably not want to become a construction worker). (K-II)

- Given a specific physical skill (e.g., physical coordination), identify two leisure and two occupational options that a person might pursue. (K-V)

- Given at least three specific physical skills or talents, identify two leisure and two occupational options that would be compatible with that combination of skills. (K-V)

OPTIONS ANALYSIS

Topic:

OPTIONS IDENTIFICATION

Concept:

OPTIONS IDENTIFICATION IN
RELATION TO COGNITIVE ABILITIES

- Given a specific career option (occupational or leisure) that a person has selected, identify which of that person's cognitive skills probably influenced his selection of that option. (K-II)

- Given a specific occupational or leisure option, identify two cognitive skills which would be useful for pursuing that option (e.g., draftsman--hand-eye coordination, ability to visualize shapes and perspectives). (K-II)

- Explain how a specific cognitive skill is used in a specific occupation (e.g., reading comprehension--teachers often read extensively, both in reviewing students' papers and in planning and preparing lessons). (K-III)

- Explain how a person's cognitive skills might influence his or her identification of education/training options (e.g., a person who did not do well in verbal tasks such as creative writing, might prefer to pursue more nonverbal areas such as mathematics). (K-III)

- Given a specific cognitive skill (e.g., mathematical ability), identify two occupational and two leisure options which would involve that skill. (K-V)

- Given at least three specific cognitive skills, identify two occupational and two leisure options which would be compatible with that pattern of skills. (K-V)

OPTIONS ANALYSIS

Topic:

OPTIONS IDENTIFICATION

Concept:

OPTIONS IDENTIFICATION IN
RELATION TO PATTERNS OF
PERSONAL CHARACTERISTICS

- Identify three categories of personal characteristics which should be considered in identifying possible career options (e.g., interests, values, physical and cognitive skills, etc.). (K-I)

- Explain why different characteristics may suggest different options for an individual (e.g., people may have many different interests and talents, including interests in some areas in which they have no talent, and skill in some areas which do not interest them). (K-II)

- Given a specific career option which a person has elected to pursue, identify the specific characteristics about that person which prompted that selection. (K-II)

- Cite one interest, one ability, and one value of a specific person and identify two occupational and two leisure options that are compatible with that pattern of characteristics. (K-V)

- Given a number of characteristics of a person (e.g., interests, abilities, values, etc.), identify two occupational and two leisure options which would be compatible with that variety of individual characteristics. (K-V)

OPTIONS ANALYSIS

Topic: OPTIONS IDENTIFICATION

Concept: VALUE OF CONSIDERING MANY OPTIONS

- Explain why it is helpful to identify a number of career options which you might wish to pursue (e.g., provides greater flexibility in planning). (K-II) (Aff.-II)

- Explain why a person should consider many dimensions of his or her life (e.g., occupational, educational, leisure, and social) in identifying possible career options (e.g., some interests, abilities, etc., are more appropriate for some dimensions of life than others; thus, considering a number of dimensions allows a person to accommodate a greater variety of his personal characteristics). (K-II) (Aff.-II)

- Describe one possible negative consequence of identifying only one career option to pursue (e.g., if, for some reason, that option proves infeasible, you would not have any alternatives available). (K-II)

OPTIONS ANALYSIS

Topic:

OPTIONS IDENTIFICATION

Concept:

OPTIONS IDENTIFICATION IN RELATION TO WORK AND SOCIAL STYLES

- Given a specific career option, identify the work and social styles that persons pursuing that option might have (e.g., a research scientist might prefer to work alone on tasks; a person involved in local politics might enjoy meeting many new people). (K-II)

- Given a specific career option that a person is pursuing, determine why that person feels the option is compatible with his work and/or social styles. (K-II)

- Explain how a person's social style might influence decisions regarding possible options in each of the following areas: education and training, occupation, leisure, and social responsibility. (K-II)

- Given a specific work or social style, (e.g., work in a very quiet setting, without disturbance), identify two occupational and two leisure options which would be compatible with that style. (K-V)

OPTIONS ANALYSIS

Topic:	**Concept:**
OPTIONS IDENTIFICATION	ALTERNATIVE COMBINATIONS OF OPTIONS FITTING GIVEN PERSONAL CHARACTERISTICS AND PATTERNS

- Given a specific characteristic of an individual, identify three career options (occupational, educational, leisure, or social) which would be compatible with that characteristic. (K-V)

- Given a specific pattern of individual characteristics, identify three career options (occupational, educational, leisure, or social) which would, together, be compatible with those characteristics. (K-V)

- Explain why different combinations of options may be appropriate for a person with a given pattern of individual characteristics (e.g., there are many options that might be appropriate for given characteristics, which could be combined in many ways). (K-II)

- Given three different combinations of career options, evaluate the degree to which each is compatible with a given pattern of individual characteristics. (K-VI)

- Given a specific career option (or pattern of options) which a person is pursuing and the reasons why those options were selected, identify an alternative option (or pattern of options) which that person might also consider and which are compatible with that person's characteristics. (K-II)

OPTIONS ANALYSIS

Topic:

OPTIONS EXPLORATION

Concept:

SOURCES OF INFORMATION/
INFLUENCE REGARDING
POTENTIAL OPTIONS

- Describe two ways you could find out more information about a possible career option (e.g., reading about it, talking to people involved in it, observing, etc.). (K-I)

- Given a specific career option a person is pursuing, identify how and where that person learned about that option. (K-II)

- Identify two ways a person might discover a potential option (e.g., know someone who is pursuing it, learn about it in school, read about it in the news, etc.). (K-I)

- Given a specific career option you are interested in (occupational, leisure, educational, or social) tell where and how you learned of that option and why you are considering it (e.g., it fits in with your interests and abilities, a friend or relative thinks you should do it, a person you respect is considering it, too, etc.). (K-II)

- Given a career option (occupational, leisure, educational, or social) that you are considering, describe two ways you would find out more information about the option. (K-V)

- Identify two specific sources of information about occupations that are available in your school. (K-I)

OPTIONS ANALYSIS

Topic:

OPTIONS EXPLORATION

Concept:

KINDS OF INFORMATION TO SEEK
REGARDING SPECIFIC OPTIONS

- Identify three kinds of information a person might want to seek about an occupational option (e.g., job tasks, entrance requirements, salary and advancement prospects, work setting and conditions, etc.). (K-I)
- Identify two kinds of information a person might want to seek about a leisure or social responsibility option (e.g., required skills and abilities, costs, required materials or facilities, etc.). (K-I)
- Identify three kinds of information a person might want to seek about an education/training option (e.g., entrance requirements, sources of availability, costs, financial assistance opportunities, degree/certification outcomes, etc.). (K-I)
- Given a specific career option (occupational, educational, social, or leisure) you are considering, tell what you already know about the option and describe any additional information you would like. (K-II)
- Given a person who has pursued a specific career option, identify two kinds of information they sought when they were pursuing that option. (K-II)
- Explain why it is useful to obtain as much information as possible about specific career options you are interested in (e.g., the more you know, the more likely you will be able to determine whether you actually want to pursue it). (Aff.-II)
- Compare and contrast the kinds of information you would seek about educational, occupational, and social and leisure options. (K-IV)
- Give one reason why it is useful to have information about each of the following aspects of a career option: nature of the task (e.g., to compare with your interests and skills), entrance requirements and costs (e.g., to compare with your skills and to assist in planning), and conditions and setting (to compare with your work and social styles). (K-II) (Aff.-II)

OPTIONS ANALYSIS

Topic:

OPTIONS EXPLORATION

Concept:

METHODS AND SOURCES FOR
OBTAINING INFORMATION
ABOUT SPECIFIC OPTIONS

- Identify three different means of acquiring information about a career option (e.g., reading, observing, interviewing, and experiencing). (K-I)

- Describe two kinds of information you can get from reading published reports and promotional literature about a specific option (e.g., general nature of the tasks, advancement prospects and job outlook, entrance requirements). (K-II)

- Describe two kinds of information you can get from observations or interviews that typically are not available from published reports (e.g., specific work tasks and conditions, local availability prospects, reactions of people engaging in the activity). (K-II)

- Describe one kind of information you can acquire best by directly experiencing an activity you are considering (e.g., how you like it, how it fits your skills and work style). (K-II)

- Given a specific career option, describe and locate two sources of information about that option. (K-III)

- Identify three places where you might find sources of information about specific career options (e.g., school and public libraries, classroom, counselor's office, friends and adults, etc.). (K-I)

- Given a specific piece of information required for a specific career option, locate a source and acquire the necessary information. (K-V)

- Describe how you would use each of the following methods to acquire information about a career option: interviews, observation, direct experience (e.g., what arrangements you would make--whom to interview, when, how, where, etc.). (K-II)

OPTIONS EXPLORATION - METHODS AND SOURCES FOR OBTAINING INFORMATION ABOUT SPECIFIC OPTIONS (Continued)

- Compare and contrast the kinds of information provided by: a) reports and literature, b) direct personal experience, c) observed or reported experience of others. (K-IV)

- Explain the differences between primary and secondary sources of information and give an example of each. (K-II)

OPTIONS ANALYSIS

Topic:	**Concept:**
OPTIONS EXPLORATION	EVALUATION OF ALTERNATIVE INFORMATION SOURCES

- Compare and contrast the following sources of information as to their appropriateness and usefulness for finding information about: a) occupational, b) educational, and c) social and leisure options--direct experience, personal report by another experienced person, and written information. (K-IV)

- Given a specific piece of information desired for a specific career option, determine which of the sources available would best be able to provide the desired information. (K-VI)

- Describe one qualification on the usefulness of each of the following sources of information about possible career options: government publications (e.g., too general, out of date), local promotional literature (e.g., biased in that it casts things in the most favorable light), personal interview (e.g., possible bias due to being just one person's view). (K-II)

- Give one reason why it is useful to check more than one source when looking for a piece of information (e.g., to control for bias, over- or under-generalization, etc.). (K-II) (Aff.-II)

- Explain the terms "validity" and "reliability" when applied to sources of information about career options. (K-II)

- Compare and contrast the usefulness of published literature, personal report, and direct experience for providing information on: a) specific job tasks, b) availability of specific leisure facilities, and c) entrance requirement for a job or educational program. (K-IV)

OPTIONS ANALYSIS

Topic:	**Concept:**
VALUES ANALYSIS	ADVANTAGES (BENEFITS) AND DISADVANTAGES (COSTS) OF OPTIONS

- Identify two possible general advantages of developing career options (e.g., contribute to a satisfying life style, provide opportunities for personal or professional growth and development). (K-I)

- Identify two possible general disadvantages of developing career options (e.g., require a great deal of time or resources to attain, may preclude pursuit of other options). (K-I)

- Given a specific career option a person is considering, cite one advantage and one disadvantage the person sees in the option. (K-II)

- Given a specific career option that a person has attained, assess what that person sees as the advantages and disadvantages of having attained the option. (K-IV)

- Explain why one person's advantage may be another person's disadvantage (e.g., people's interests and values are different; thus, different things will be important to them). (K-II)

- Describe two factors you would consider in assessing the advantages and disadvantages of specific career options (e.g., your interests, abilities, values, etc.). (K-II)

- Given a specific career option you are considering, describe one advantage and one disadvantage to you which is associated with the option and explain why you feel they are advantages or disadvantages. (K-VI)

OPTIONS ANALYSIS

Topic:	**Concept:**
VALUES ANALYSIS	IMPLICATIONS OF OPTIONS FOR PERSONAL SATISFACTIONS

- Given a specific career option you are considering, describe two implications of that option for your life style (e.g., provides enough money to allow you to travel; takes time on weekends, which might preclude leisure activities). (K-II)

- Given a person pursuing a specific career option, describe how that person's life style is affected by the option he is pursuing. (K-II)

- Identify two ways a career option might affect a person's life style (e.g., takes up time and personal energies, provides sufficient income, etc.). (K-I)

- Given at least three career options (occupational, educational, social, and leisure) compare and contrast the implications for a person's life style. (K-IV)

- Given at least three career options (occupational, educational, social, and/or leisure), determine which will be most compatible with a person's desired life style. (K-VI)

OPTIONS ANALYSIS

Topic: VALUES ANALYSIS

Concept: RELATIVE COST/BENEFIT ANALYSES OF ALTERNATIVE OPTIONS

- Explain the difference between "resource costs" and "opportunity costs" (e.g., resource costs are costs of a specific option in terms of specific resources that are used, such as time, money, materials, etc., while opportunity costs are costs in terms of opportunities, such as activities or events, that cannot be done because you are pursuing the specific option). (K-II)

- Explain the difference between short term and long term costs or benefits of an option (e.g., short term costs or benefits occur immediately, while long term costs or benefits may not occur in the near future, but may occur in time). (K-II)

- Given a specific career option (occupational, social, educational, or leisure) identify a specific short term and a specific long term cost associated with pursuing that option (e.g., planning to go on to college may involve short term costs in terms of the time required for study, long term costs in terms of the expenses of going to college). (K-II)

- Given a specific career option (occupational, educational, social, or leisure) identify a specific short term and a specific long term benefit associated with pursuing that option (e.g., taking woodworking, or a similar course of interest, in school may be both immediately enjoyable and also provide skills which you will find useful in the future). (K-II)

- Given a specific option, identify one resource cost and one opportunity cost associated with pursuing that option (e.g., participating in a political campaign may involve a considerable amount of your time and also preclude engaging in specific leisure activities during that time). (K-II)

- Given at least three alternative occupational, educational, social, or leisure options, compare and contrast them in terms of the probable advantages (benefits) and disadvantages (costs) that would be associated with each. (K-IV)

VALUES ANALYSIS - RELATIVE COST/BENEFIT ANALYSES OF ALTERNATIVE OPTIONS (Continued)

- Given alternative occupational, educational, social, and leisure options, compare and contrast them in terms of probable advantages and disadvantages. (K-IV)

- Explain what is meant by the term "trade offs" in analyzing the relative costs and benefits of alternative options. (K-II)

OPTIONS ANALYSIS

Topic: VALUES ANALYSIS

Concept: PERSONAL DETERMINATION OF CRITERIA FOR EVALUATING OPTIONS

- Given a decision a person has made regarding career options to pursue, identify the criteria upon which that decision was based. (K-II)

- Explain why each individual must determine for himself the criteria by which he will evaluate potential career options (e.g., different people have different values). (K-II) (Aff.-II)

- Based on reasons given by at least ten people as to why they selected specific career options (either occupational, educational, social, or leisure), construct a list of possible criteria for evaluating career options of that type. (K-V)

- Compare and contrast the criteria a person uses to evaluate occupational options, educational options, social responsibility options, and leisure options. (K-IV)

- Identify three factors to consider in determining criteria for evaluating career options (e.g., personal values, desired life style, goals already selected, interests and abilities, expectations of others, etc.). (K-I)

- Given basic characteristics of an individual (e.g., interests, abilities, values, preferred life style, etc.) develop two criteria which you think that person would find useful in evaluating various categories of possible career options. (K-III)

- Determine for yourself the criteria which you use in evaluating: a) occupational options, b) educational options, c) social responsibility options, and d) leisure options. (K-V)

OPTIONS ANALYSIS

Topic: VALUES ANALYSIS

Concept: RESOLUTION OF CONFLICT AMONG OPTIONS

- Identify three possible areas of conflict among career options (e.g., amount of time required, location, amounts of resources utilized, means of pursuing goal, etc.). (K-I)
- Given an occupational option, an educational option, a leisure option, and a social responsibility option, identify the areas in which these goals conflict with each other (e.g., an educational goal of going to college right after high school may preclude a social responsibility goal of doing community service work part-time in high school, as a college preparatory program might be difficult to complete on a part-time basis). (K-II)
- Given three or more alternative career options you are considering, identify any areas of conflict among the goals. (K-II)
- Identify and describe three general strategies for resolving conflict among career options (e.g., select alternative options, adjust schedule for attaining options, obtain additional resources, etc.). (K-I)
- Given a situation in which conflict among two career options was resolved, describe how the conflict was resolved. (K-II)
- Compare and contrast two different specific means of resolving conflict among three given career options of an individual as to the probable effectiveness of each in resolving the conflict and the probable satisfaction of the individual with the solution. (K-IV)
- Given a specific area of conflict among three or more of your career options, propose two possible ways to resolve the conflict. (K-V)
- Given two possible means of resolving conflict among your career options, evaluate the relative merits of each and determine which would probably be most satisfactory. (K-VI)

OPTIONS ANALYSIS

Topic:

CAREER GOAL FORMULATION

Concept:

CAREER GOAL FORMULATION IN RELATION TO GENERAL INTERESTS AND PHYSICAL ABILITIES

- Explain the difference between identifying career options based on a person's interests and abilities and formulating career goals based on a person's interests and abilities (e.g., identifying options involves determining what activities seem appropriate for interests and abilities while formulating goals involves determining which of these options one might wish to pursue). (K-V)

- Identify two factors about a person's interests and abilities which should be considered in formulating career goals (e.g., how specific options relate to current interests and abilities, how much personal interests and abilities might change, etc.). (K-I)

- Given two factors you would want to consider in formulating a career goal which is compatible with your interests and physical abilities, select three career options and rank them in terms of how likely you would be to select them as goals, based on the factors identified. (K-III)

- Given a person with a specified career goal, describe how that goal relates to his interests and abilities. (K-II)

- Given a person with specified interests and physical skills, formulate a career goal or combination of goals (occupational, educational, social, or leisure) based on his combination of interests and abilities. (K-V)

- Given information about a person's interests and career options related to these interests, identify an occupational goal, an educational goal, a leisure goal, and a social goal which would allow that person to express these interests. (K-V)

- Given information about a person's physical abilities and career options related to these abilities, identify an occupational goal, an educational goal, a leisure goal, and a social goal which involve that person's areas of greatest physical ability. (K-V)

OPTIONS ANALYSIS

Topic:	**Concept:**
CAREER GOAL FORMULATION	CAREER GOAL FORMULATION IN RELATION TO SENSE OF AGENCY

- Explain what is meant by an individual's "sense of agency" (e.g., the awareness that he can influence or control the direction of his life). (K-II)
- Describe a situation in which an individual exercised his agency to obtain a desired end (e.g., a person saves his money so he can afford to buy a toy he wants). (K-II)
- Explain why planning and decision making are an integral aspect of one's sense of agency (e.g., to influence one's life, one must consciously, by decision, take a specific course of action). (K-II)
- Given something that you want, describe a plan which might help you attain it. (K-V)
- Give an example of how attention to one's possible career goals at an early age helps a person to attain those goals later in life. (K-II)
- Compare and contrast the relative merits of forming carees goals and thus exerting influence over your life versus letting things happen as they may and accepting the results. (K-IV)

OPTIONS ANALYSIS

Topic:

CAREER GOAL FORMULATION

Concept:

MULTIPLICITY OF CAREER GOALS

- Give two reasons why people form multiple career goals (e.g., to cover the many dimensions of their lives, to provide alternatives in case some goals prove infeasible, to increase a person's flexibility). (K-II) (Aff.-II)

- Explain how formulating alternative goals can enhance a person's flexibility (e.g., by planning and preparing for a variety of career goals a person is equipped to accommodate changes in himself and in his community or society). (K-II)

- Explain how the concept of career clusters facilitates the formulation of multiple career goals (e.g., by identifying a number of occupations which are similar, or which people with similar skills and interests pursue, it enables a person to define alternative career options which he might find satisfying). (K-II)

- Identify two societal trends which make the formulation of multiple and alternative career goals desirable (e.g., new occupations developing, old occupations disappearing, increasing leisure time available, etc.). (K-I)

- Identify four general areas in which people may form career goals (e.g., occupational, educational, leisure, and social responsibility). (K-I)

OPTIONS ANALYSIS

Topic:	**Concept:**
CAREER GOAL FORMULATION	CAREER GOAL FORMULATION IN RELATION TO GENERAL COGNITIVE SKILLS

- Explain how identifying career options relating to cognitive abilities is related to formulating career goals relating to cognitive abilities (e.g., identifying options provides information on various possibilities which would seem to be appropriate; goal formulation involves determining which options to pursue). (K-II)

- Identify two factors about cognitive skills which a person should consider when formulating career goals (e.g., specific strengths, skills, or abilities which might be further developed, overlap between skills which can be performed well and skills which one enjoys doing, etc.). (K-I)

- Given a person who has determined a specific career goal, identify which of his cognitive skills were considered in formulating that goal and how they were considered. (K-II)

- Given a person with specific cognitive skills and a number of career options which involve those skills, describe a career goal or combination of goals which you would recommend for that student. (K-III)

- Given a number of career options, determine one possible occupational goal, educational goal, leisure goal, and social goal which is consistent with the subjects in which you do best in school. (K-V)

- Given a number of career options, determine one possible occupational goal, educational goal, leisure goal, and social goal which is consistent with your cognitive skills. (K-V)

OPTIONS ANALYSIS

Topic:

CAREER GOAL FORMULATION

Concept:

CAREER GOAL FORMULATION IN
RELATION TO PERSONAL
SATISFACTIONS AND VALUES

- Give one reason why it is important for people to consider personal satisfaction and values when formulating career goals (e.g., people are likely to be more satisfied with goals which reflect their values and which embody situations or activities that are personally satisfying). (K-II) (Aff.-II)

- Given a career goal that a person has formulated, identify which of that person's values influenced his decision about that goal. (K-II)

- Given at least three of a person's values, compare and contrast the degree to which his occupational, educational, leisure, and social goals embody these values. (K-IV)

- Given a person who has formulated a specific career goal, describe how activities and situations which that person finds satisfying were considered in formulating that goal. (K-II)

- Assess the degree to which a person's career goals are influenced by his or her preferred life style and the degree to which a person's life style is influenced by his or her career. (K-IV)

- Given a person with specific values and life style characteristics and given career options relating to these values and characteristics, describe a particular goal or combination of goals which would accommodate these values and characteristics. (K-V)

- Given your own values and preferred life style characteristics, identify an occupational goal, an educational goal, a social goal, and a leisure goal which, together, accommodate your values and preferred life style. (K-V)

OPTIONS ANALYSIS

Topic:	**Concept:**
CAREER GOAL FORMULATION	DATA BASED GOAL FORMULATION

- Define the term "data based goal formulation" (e.g., forming goals based on information, or data, about particular options and about one's personal characteristics rather than on one's image of a particular option, its popularity, etc.). (K-II)

- Explain why data based goal formulation is more likely to result in satisfying goals than an intuitive approach (e.g., by collecting and considering information a person can fairly accurately estimate how likely it is that a particular goal will fit his characteristics). (K-II)

- Given a person who has formulated a specific career goal, identify what kinds of information were considered in formulating that goal. (K-II)

- Identify two general kinds of information that should be considered in formulating career goals (e.g., information about one's personal characteristics and information about specific options). (K-I)

- Identify three activities involved in a data based approach to goal formulation (e.g., collecting information about one's interests and cognitive abilities, exploring the typical characteristics of persons who have participated in a similar goal, etc.). (K-I)

- Explain how the results of each of the following might be used to assist a person formulate career goals (occupational, educational, social, or leisure): interest inventories, achievement tests, performance records, and standardized ability tests. (K-II)

OPTIONS ANALYSIS

Topic:

CAREER GOAL FORMULATION

Concept:

TENTATIVE FORMULATION
OF CAREER GOALS

- Give two reasons why career goals (occupational, educational, leisure, and social) may change (e.g., new interests or abilities develop, goals may prove untenable, etc.). (K-II)
- Explain why it is useful for a person to consider his career goals while he is still in school (e.g., it allows him to take steps necessary to attain those goals, fulfill prerequisites, etc.). (K-II)
- Give one reason why it is important not to close in on a specific goal too soon (e.g., a firm decision to pursue a specific goal may result in reducing your chances of attaining other, alternative goals; thus such decisions should be held off until one feels very secure about the direction he would like to take). (K-II)
- Explain why it is useful to develop contingency goals (e.g., if a person's planning is flexible enough to cover contingency goals, he will be prepared for a variety of alternatives and thus be better able to respond to changes in himself or in his environment). (K-II)
- Given information about a person's interests, abilities, attitudes, and values, identify which of those characteristics would probably be most critical in formulating an occupational goal, an educational goal, a social responsibility goal, and a leisure goal. (K-V)
- Given characteristics a person has designated as critical in formulating a career goal, describe a possible career goal which reflects those characteristics and compare your selection with the goal actually formulated by that individual. (K-IV)
- Given information about your own interests, abilities, attitudes, and values, identify three factors which you think would be critical to consider in formulating your career goals. (K-V)
- Given three factors which you feel are critical to consider in formulating your career goals, describe a primary career goal and a contingency goal which reflect those critical characteristics. (K-V)

OPTIONS ANALYSIS

Topic:

CAREER GOAL FORMULATION

Concept:

RESOLUTION OF CONFLICT AMONG GOALS AND ASPIRATIONS

- Give a specific example of how a person's career goals may supplement each other (e.g., an occupational goal may provide an outlet for specific skills while a leisure goal may accommodate specific interests). (K-II)

- Give a specific example of how a person's career goals may conflict with each other (e.g., an occupational goal may involve years of schooling to attain while an educational goal may not make provision for that amount of schooling). (K-II)

- Describe two different ways that a person's career goals may conflict with each other (e.g., they may make conflicting demands on the person's resources; they may be mutually exclusive; they may prove incompatible with the person's aspirations for himself). (K-II)

- Describe two ways of resolving conflict among career goals (e.g., acquire additional needed resources, modify goals, alter plans for attaining goals, etc.). (K-II)

- Given a specific instance of goals which conflict with each other, identify a specific course of action which would resolve that conflict. (K-V)

- Given a specific instance of goals which conflict with each other, compare and contrast three specific alternative ways of resolving that conflict as to 1) the degree to which they resolve the conflict, and 2) the implications for attaining other goals. (K-IV)

- Given three career goals ~~a~~ person is considering pursuing, identify one way in which those goals conflict with each other. (K-II)

Strand IV: Goal Exploration

Personal Planning

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PERSONAL PLANNING

Topic:

EXPLORING PREREQUISITES
FOR REACHING GOALS

Concept:

PLANNING TO ATTAIN GOALS

- Interview an adult and determine how they plan to attain a goal which will take several days or more. (K-II) (Act.)

- Describe the things you do to accomplish a particular goal (e.g., get ready for school). (K-II)

- Give an example of how a person plans ahead to accomplish a specific task and describe the steps involved (e.g., to prepare a meal, a person may plan the menu, make a shopping list, buy the food, and prepare it). (K-II)

- Given three descriptions of the steps people take to attain specific goals, analyze them and identify general procedures for planning to attain goals (e.g., identify prerequisites for goal, identify means to attain goal, develop plan of action, obtain resources, carry out plan). (K-IV)

- Given a specific example of a person who has attained a goal, determine whether the person went through the following steps: identified the prerequisites, identified a means to attain the goal, developed a plan of action to obtain the necessary resources, and carried out the plan. (K-III)

- Develop a plan with a friend to complete a task and describe to each other the steps you must take. (K-V)

- Give one reason why planning ahead helps a person to attain a goal (e.g., allows the person to obtain necessary materials, complete necessary tasks on time, etc.). (K-II) (Aff.-II)

PERSONAL PLANNING

Topic:	**Concept:**
EXPLORING PREREQUISITES FOR REACHING GOALS	DETERMINATION OF GENERAL PREREQUISITES FOR ATTAINING GIVEN GOALS

- Identify five different kinds of prerequisites for attaining a given goal (e.g., materials and resources, time, skills, special assistance or guidance, facilities, administrative or legal procedures, etc.). (K-I)

- Given a specific goal that a friend or relative attained, interview him or her and determine what prerequisites the person had to meet in order to attain the goal. (K-II)

- Given a specific goal that you attained (e.g., finishing an assignment on time) describe the prerequisites that you met in attaining your goal (e.g., collecting the necessary materials, finding a place to work, etc.). (K-II)

- Given a specific goal that a person is seeking to attain, identify the prerequisites which that person will have to meet in order to attain the goal (e.g., to buy a special game, must save the necessary money, find a way to get to the store, etc.). (K-II)

- Give a specific example of a goal and identify the prerequisites which might be needed in the areas of materials and resources, time, skills, special assistance or guidance, facilities, and administrative or legal procedures (e.g., to go fishing, you need a fishing pole, a body of water, a fishing license, etc.). (K-III)

PERSONAL PLANNING

Topic:

EXPLORING PREREQUISITES
FOR REACHING GOALS

Concept:

IDENTIFICATION OF MEANS
TO ATTAIN GIVEN GOALS

- Select a goal which you might want to attain in school within the next two years and outline the steps you will have to take to attain that goal (e.g., to join the drama club -- participate in school plays, learn how to apply make-up and design costumes, etc.). (K-V)
- Explain the difference between "necessary means" and "facilitating means" to attain goals (e.g., necessary means are mandatory, while facilitating means are helpful but not required). (K-II)
- For a given goal differentiate between those means of attaining the goal that are necessary and those that are facilitating (e.g., to get an academic scholarship to college, good grades are necessary while participating in school activities is helpful). (K-II)
- From a list of possible occupational goals select two and, for each, describe the means by which a person would attain each goal (e.g., to become a carpenter -- join an apprenticeship program, join a union, obtain the necessary tools and skills, etc.). (K-V)
- Explain how each of the following factors is a means of attaining an educational or occupational goal: education or training, money, transportation, individual assistance, experience. (K-II)
- Describe how a person, either in literature or in the news, attained a given goal. (K-II)
- For a given education or training goal, identify the means by which a person could attain that goal (e.g., to get into college -- complete an application form, have reasonable grades, have enough money for tuition or fees, etc.). (K-V)
- For a given leisure goal, identify the means by which a person could attain that goal (e.g., learning to play the piano -- take lessons, practice). (K-V)

EXPLORING PREREQUISITES FOR REACHING GOALS - IDENTIFICATION OF MEANS TO ATTAIN GIVEN GOALS (Continued)

- For a given social goal, identify the means by which a person could attain that goal (e.g., working on a political campaign -- contact the campaign headquarters, work with a friend who is involved, etc.). (K-V)

PERSONAL PLANNING

Topic: EXPLORING PREREQUISITES FOR REACHING GOALS

Concept: RECOGNITION OF COSTS TO ATTAIN GOALS

- Select a leisure activity which you would like to engage in and estimate the monetary costs of that activity over the period of a year. (K-II)

- Explain the difference between "real costs" and "opportunity costs" (e.g., real costs are direct expenses while opportunity costs are the costs of what you might have been doing had you not been pursuing that goal). (K-II)

- Identify three different factors that contribute to real costs (e.g., time, money, materials used, etc.). (K-I)

- Examine the life of a famous person (e.g., an athlete, musician, scientist, or artist) and identify the real and opportunity costs he incurred in achieving his fame. (K-IV)

- Select an educational or training goal and determine the real costs and opportunity costs to a person pursuing that goal (e.g., to get a B.A. degree will require X amount of money, four years of time, a considerable amount of energy, and will preclude the possibility of full-time work for four years). (K-IV)

- Determine the real costs and opportunity costs of pursuing a specific occupational goal (e.g., to become a teacher requires a certain amount of time and money for education, additional time and money for specialized training, a fee to obtain certification, a lack of flexibility regarding travel and leisure activities during the school year, etc.). (K-IV)

- Compare and contrast the costs associated with achieving two alternative goals (e.g., to get a C or a "pass" in a course versus getting an A or a "high pass"). (K-IV)

- Explain how the costs associated with attaining a given goal can be weighed against the probable benefits or value of attaining the goal (e.g., many years of practice are necessary to become a good musician but being a good musician may result in fame, money, and pleasure in the work). (K-II)

PERSONAL PLANNING

Topic: ASSESSMENT OF PROBABILITY OF ATTAINING GOALS

Concept: IDENTIFICATION OF PERSONAL AND SITUATIONAL FACTORS INFLUENCING GOAL ATTAINMENT

- Identify a specific goal which you were unable to attain (e.g., getting a part-time job in the neighborhood) and describe the reasons why you were unsuccessful (e.g., lack of experience, lack of need, parents didn't want you to work, didn't look very hard, etc.). (K-IV)

- Explain and give an example of how each of the following might influence the attainment of a goal: qualifications, opportunities, personal attitudes, attitudes of others. (K-II)

- Identify the factors that would influence your attaining a specific goal (e.g., for getting a good grade in science -- how much you like science, how much you want to get a good grade, how easy or difficult science is for you, how much time you have to spend on science, how much encouragement you get to study science, etc.). (K-II)

- Explain the difference between the personal and the situational factors influencing attainment of a specific goal (e.g., personal factors stem from the individual, such as interests, skills, etc., while situational factors are inherent in the situation, such as the number of people competing for a job, etc.). (K-II)

- Give an example of how a person can manipulate personal factors to facilitate his attaining a goal (e.g., develop his ability in specific skills). (K-II)

- Give an example of how a person can manipulate situational factors in order to facilitate goal attainment (e.g., move to a different situation, such as to a quieter place to study; help to eliminate the obstacles in the present situation, such as to ask students in class to work more quietly). (K-II)

PERSONAL PLANNING

Topic:

ASSESSMENT OF PROBABILITY
OF ATTAINING GOALS

Concept:

RECOGNITION OF PERSONAL ATTRIBUTES
NECESSARY TO ATTAIN GIVEN GOALS

- Identify three general personal attributes that facilitate goal attainment (e.g., ability, interest, experience/background, degree of commitment, etc.). (K-I)

- Given a specific occupational goal, identify personal attributes that would be needed to attain that goal (e.g., to become a doctor, ability to spend long hours studying, good memory for facts and terms, ability to interact with people, etc.). (K-V)

- Given a specific educational goal, identify personal attributes that would be needed to attain that goal (e.g., to enter a vocational training program, demonstrated interest in the field, ability to spend a certain amount of time in concentrated study, etc.). (K-II)

- Given a specific leisure goal, identify the personal attributes that would be needed to attain that goal (e.g., to engage in competitive sports, the ability to perform the sport well, the ability to work hard for a victory and to accept a defeat, etc.). (K-II)

- Given a list of attributes necessary to attain a given goal, identify which of those attributes you possess and which attributes you do not possess. (K-I)

- Given a specific personal career goal, assess the degree to which you possess the necessary personal attributes to attain the goal. (K-III)

PERSONAL PLANNING

Topic:	**Concept:**
ASSESSMENT OF PROBABILITY OF ATTAINING GOALS	ASSESSMENT OF IMPLICATIONS OF PURSUING GOALS FOR ONE'S PERSONAL LIFE

- Identify three ways that pursuing an educational goal might affect your personal life (e.g., a certain amount of time will have to be spent in study; money will likely be required to obtain the education or training; other goals, such as leisure goals, may have to be postponed; you may have to move to a new area, etc.). (K-I)

- Identify three ways that pursuing an occupational goal might affect your personal life (e.g., you may have to go to school for education or training; you may have to work odd hours at first, thus having little free time; you may have to travel a lot; you may earn the money to pursue specific leisure activities, etc.). (K-I)

- Identify three ways that pursuing a leisure goal might affect your personal life (e.g., you may have to get up early to spend time practicing the activity, you may have to travel to find opportunities to pursue the activity, you may have to give up things to save money for the activity, you may find the activity a good way to meet people, etc.). (K-I)

- Explain what is meant by "trade off" or "compromise" in pursuing personal goals (e.g., if college is a goal, you may have to temporarily give up the goal of earning a living in the immediate future; if a great deal of leisure time is a goal, you may compromise the goal of doing very well in school by spending less time studying). (K-II)

PERSONAL PLANNING

Topic:

ASSESSMENT OF PROBABILITY
OF ATTAINING GOALS

Concept:

ASSESSMENT OF LIKELIHOOD
OF ATTAINING GIVEN GOALS

- Compare and contrast your personal attributes with those required to attain a specific goal. (K-IV)
- Analyze the situational factors associated with pursuing a specific goal and assess your chances of attaining that goal. (K-VI)
- Given the implications for your personal life of pursuing a specific goal, determine whether or not you are willing to accept them. (Aff.-III)
- Weigh the costs of pursuing a given goal against the probable outcomes of attaining that goal and determine whether or not you would find that goal worth the costs. (Aff.-III)
- Assess the likelihood of your attaining a specific goal, given the personal and situational attributes necessary for that goal and the implications of attaining that goal for your personal life. (K-VI)
- Given a goal which you would like to attain but for which you feel the likelihood is low, identify one method of increasing the probability of attaining that goal (e.g., developing a needed skill, providing an incentive for spending the necessary time, etc.). (K-II)

PERSONAL PLANNING

Topic:	Concept:
GOAL VERIFICATION AND PROGRAM PLANNING	IDENTIFICATION OF HOW A PERSON CAN BEGIN WORKING TOWARD CAREER GOALS WHILE STILL IN SCHOOL

- Explain how what you do in school now can help you attain leisure goals (e.g., learn specific leisure activities). (K-II)

- Explain how what you do in school now can help you attain occupational goals (e.g., explore skills necessary for specific occupations). (K-II)

- Explain how what you do in school now can help you attain social or civic goals (e.g., learn about individual rights and responsibilities, and the means to exercise them). (K-II)

- Explain how what you do in school now can help you attain education and/or training goals (e.g., develop a good foundation of skills, etc.). (K-II)

PERSONAL PLANNING

Topic:	**Concept:**
GOAL VERIFICATION AND PROGRAM PLANNING	DEVELOPMENT OF CONTINGENCY PLANS FOR ATTAINING GOALS

- Using a plan you have developed for attaining a leisure or social responsibility goal, identify points where alternate actions might be taken. (K-II)

- Develop two plans for attaining a chosen occupational goal, either of which might be successful. (K-V)

- Identify three specific factors which might interfere with the attainment of one's goals (e.g., moving to a new area, having to leave school to work, etc.). (K-I)

- Given a suggested plan for occupational goal attainment, identify points where alternate actions might be taken to accommodate specific obstacles in attaining the goal. (K-II)

- Analyze at least three plans your friends have made for occupational or educational attainment and suggest alternate strategies to accommodate specific obstacles. (K-IV)

PERSONAL PLANNING

Topic:	**Concept:**
GOAL VERIFICATION AND PROGRAM PLANNING	DETERMINATION OF WHICH GOALS REQUIRE IMMEDIATE ACTION, WHICH DO NOT, AND WHY

- Given a list of possible leisure goals (e.g., learning to play a musical instrument, learning to swim, learning to play chess, etc.), identify the goals which will take longer, or require more effort, to attain. (K-I)

- Given a list of possible occupational goals (e.g., becoming a scientist, becoming a technician, becoming a salesperson, etc.), identify the goals which will take the longest, or require the most effort, to attain. (K-I)

- Given a list of possible goals, determine, based on the length of time and amount of effort required to attain them, which goals should be undertaken first. (K-II)

- Identify three factors influencing decisions on how soon a person should begin pursuing a specific goal (e.g., the amount of time required to attain it, the amount of effort required to attain it, the number of prerequisites which must be obtained or developed, the availability of means to pursue the goal, etc.). (K-I)

- Given a list of possible goals, identify those which a student could begin to pursue in intermediate or junior high school. (K-II)

- Given a list of possible educational goals, identify those which would require earlier efforts to attain and those which can be put off. (K-II)

- Given a list of requirements for a specific goal, identify which of those requirements can be fulfilled immediately and which can not be met until later. (K-II)

- Given a list of steps to attain a goal, identify those you can start working on immediately. (K-II)

PERSONAL PLANNING

Topic:	**Concept:**
GOAL VERIFICATION AND PROGRAM PLANNING	DETERMINATION OF WHAT SPECIFIC ACTIONS WILL BE REQUIRED TO ATTAIN GIVEN GOALS

- Given a specific educational goal, identify the specific steps that you will have to take now and in the future to attain that goal (e.g., to attend a community college, a person must complete high school or pass an equivalency test, fill out an application, meet with an advisor; to go to college, students must take a number of specified courses, attain a certain grade average, etc.). (K-II)

- Given a specific immediate occupational goal (e.g., to obtain a part-time job in the summer), outline the specific steps a person should follow to attain the goal (e.g., check want ads for job notices, notify people or agencies of his desire to find work, assess himself to determine what he can and cannot do, make formal applications with businesses or other sources of jobs, etc.). (K-II)

- Given possible goals demonstrating social responsibility, select one goal and list the steps you would take to pursue that goal. (K-II)

- Given a long-range career goal (e.g., to become a computer programmer) outline the specific steps you would take while still in school to pursue that goal (e.g., take beginning courses in programming, learn about how computers operate, look for part-time jobs with computer agencies, etc.). (K-II)

PERSONAL PLANNING

Topic:	**Concept:**
GOAL VERIFICATION AND PROGRAM PLANNING	PREPARATION OF PLAN(S) FOR ACCOMPLISHING NECESSARY TASKS TO ATTAIN GOAL(S)

- Identify three elements which should be included in a plan for accomplishing tasks to attain goals (e.g., sequence of tasks, time required for tasks, time when tasks will occur, etc.). (K-I)

- Select a specific goal which you might want to pursue, list the steps necessary to attain that goal, and estimate the time that will be required to complete each step. (K-III)

- Select a specific goal which you might want to pursue and list the steps necessary to attain that goal in the order in which the steps should be followed. (K-III)

- Select a specific goal which you might want to pursue, list the steps necessary to attain that goal, and indicate when each step should be carried out. (K-III)

- Given a specific goal, estimate how much time would be required for a person to attain that goal, given no competing demands on his time, efforts, or resources. (K-III)

- Given a specific goal, prepare a plan for accomplishing the tasks necessary to attain that goal, which includes a recommended sequence and the time of the activities. (K-V)

Goal Pursuit

GOAL PURSUIT

Topic:

APPROACHES TO GOAL PURSUIT

Concept:

A PROGRAMMATIC APPROACH
TO GOAL PURSUIT

- Describe the following steps in a programmatic approach to pursuing identified goals: identify and acquire necessary resources, allocate resources to specific tasks, allocate effort based on identified priorities, monitor progress, redirect activities as needed. (K-II)
- Explain the functions of "checkpoints" and "incentives" in systematic pursuit of one's goals (e.g., checkpoints provide feedback on progress, incentives increase likelihood of accomplishing required tasks). (K-II)
- Given a description of how a person pursued and attained a goal, identify each of the following steps: resource acquisition, priority determination, progress monitoring, and activity redirection. (K-II)
- Given a description of how someone attained a goal, determine whether or not it represents a systematic approach to goal pursuit. (K-III)
- Describe one advantage of a programmatic approach to goal pursuit (e.g., greater likelihood of attaining the goal, more efficient and economical means of pursuit, etc.). (K-II) (Aff.-II)

GOAL PURSUIT

Topic:

APPROACHES TO GOAL PURSUIT

Concept:

EVALUATION OF ALTERNATIVE APPROACHES TO PURSUING GOALS

- Identify and describe two different approaches to the pursuit of personal goals (e.g., programmatic (carefully planned) pursuit and random (unplanned) pursuit). (K-II)

- Compare and contrast programmatic and random approaches to goal pursuit in terms of a) likelihood of attaining goals and b) amount of effort required to attain goal. (K-IV)

- Given a description of how a person pursued a goal, identify the approach taken as random or programmatic. (K-II)

- Discuss whether a programmatic or random approach to goal pursuit (or some combination thereof) is more appropriate to your personal style. (Aff.-III)

- Give two advantages of programmatic goal pursuit (e.g., careful planning maximizes likelihood of success, careful planning allows full utilization of resources). (K-II) (Aff.-II)

- Give two advantages of random or unplanned goal pursuit (e.g., increased flexibility in adapting to changing conditions, keeps doors open to different alternatives). (K-II) (Aff.-II)

GOAL PURSUIT

Topic:

RESOURCE ASSESSMENT

Concept:

IDENTIFICATION OF RESOURCE NEEDS

- For a given immediate educational goal (e.g., learning to speak Spanish) list the specific resources you will need to attain the goal (e.g., examples of spoken Spanish, instruction in Spanish, opportunities to practice speaking, feedback, etc.). (K-II)
- Select a specific occupational goal and list the specific resources you will need to attain that goal (e.g., training or education, experience, money for training or education, transportation, etc.). (K-II)
- Select a particular community responsibility goal and identify the specific resources you will need to attain the goal (e.g., for volunteer work -- time, transportation, etc.). (K-II)
- Select a particular leisure time goal and identify the resources you will need to attain the goal (e.g., to play chess--instruction, equipment, ment, partners, etc.). (K-II)
- Give two examples of tangible and intangible resources (e.g., tangible -- money, materials; intangible -- time, energy). (K-II)
- Given a description of how a person attained a specific occupational, educational, social, or leisure goal, identify the resources he used to attain that goal. (K-II)

GOAL PURSUIT

Topic:

RESOURCE ASSESSMENT

Concept:

IDENTIFICATION OF
AVAILABLE RESOURCES

- Given a description of how a person attained a specific educational, occupational, social, or leisure goal, identify where he obtained the necessary resources. (K-II)

- Given a list of required resources for attaining an educational, occupational, social, or leisure goal, identify the one most likely to be available to you. (K-II)

- Given a specific occupational, educational, social, or leisure goal, determine which of the necessary resources are immediately available and which will have to be obtained. (K-II)

- Given a list of identified resource needs for an educational goal, identify for each resource need at least two places where you might obtain that resource. (K-V)

- Given a list of identified resource needs for an occupational goal, identify for each resource need at least two places where you might obtain the resources. (K-V)

- Given a list of identified needs for a community responsibility goal, identify at least two places where you might obtain these resources. (K-V)

- Given a list of identified needs for a leisure time goal, identify several places you might obtain these resources. (K-V)

GOAL PURSUIT

Topic: RESOURCE ASSESSMENT

Concept: ALLOCATION OF RESOURCES

- Given a description of how a person pursued a goal and the resources he had available, describe how many of the various resources were used, and in what capacity, in pursuing the goal. (K-II)

- Given a list of available resources, determine how much of each resource would be required in the pursuit of a specific educational, occupational, social, or leisure goal. (K-V)

- Given specific occupational, educational, social, and leisure goals which a person is pursuing and a list of the resources available, determine how much of each resource should be allocated to each of the various goals. (K-V)

- Given a specific allocation of resources to the pursuit of specific goals, describe how the resource allocations might be altered to accommodate a) a shift in goal priorities, b) an obstacle to the attainment of a goal, and c) a new demand on the resources available. (K-V)

GOAL PURSUIT

Topic: IMPLEMENTING A PLAN OF ACTION

Concept: DETERMINING PRIORITIES

- Identify three factors to consider in determing priorities among goals or priorities of steps within a goal (e.g., amount of time required, need for prerequisites, availability of resources, need for immediate attainment, etc.). (K-I)
- Given a description of how a person pursued and attained a goal he had set, identify the priorities he established among the various activities. (K-II)
- Given a description of how a person pursued but failed to attain a goal he had set, propose changes in the priorities assigned to various actions which might have resulted in his attaining the goal. (K-V)
- Given a specified goal and a list of various activities which would help a person attain that goal, indicate whether each of the activities is a high or low priority activity and, for the high priority activities, indicate the order in which they should be undertaken. (K-V)
- Given a number of goals that a person wants to attain, and a list of activities which would help to attain each of the goals, rank the various goals in terms of their priority for attention. (K-V)

GOAL PURSUIT

Topic: IMPLEMENTING A PLAN OF ACTION

Concept: ALLOCATING EFFORT

- Identify two factors to consider in making decisions about how to allocate your effort among various goals, or among activities to attain goals (e.g., priorities of goals, implications of activities for personal life, amount of effort required, etc.). (K-I)

- Think of a time when you needed to work on three tasks or goals at the same time and describe the bases on which you allocated your effort to those tasks. (K-II)

- Given a set of three or more high priority goals, analyze the trade offs involved in working on a single goal versus working on all three at once (e.g., working on a single goal will likely result in attaining that goal sooner, but will delay attainment of the other goals). (K-IV)

- Given a series of three or more goals, prepare a schedule showing how and when you would allocate your effort to the pursuit of each of the goals. (K-V)

- Given a plan for allocating your effort to various tasks required to attain a specific short term goal (e.g., completing a school assignment), follow the schedule and assess its efficacy in helping you attain your goal. (K-VI) (Aff.-III)

GOAL PURSUIT

Topic: PROGRESS MONITORING AND MAINTENANCE

Concept: PROGRESS ASSESSMENT

- Identify two different ways to monitor a person's progress in attaining a goal or in completing activities required to attain a goal (e.g., make a list of tasks to be completed and check tasks off as they are done, establish a series of checkpoints and review progress at each checkpoint, ask others to monitor progress, etc.). (K-I)

- Explain how each of the following can help a person monitor his or her progress in accomplishing designated tasks: checkpoints, incentives, contingency plans. (K-II)

- Describe two kinds of rewards that can be used to help a person maintain progress in attaining a specific goal (e.g., internal rewards -- satisfaction in completing a task, intrinsic rewards of attaining the goal; external rewards -- specific incentives provided at specific stages of activity). (K-II)

- Given a description of how someone pursued a goal, explain how monitoring progress facilitated the attainment of the goal (or, conversely, how lack of monitoring contributed to failure to attain the goal). (K-II) (Aff.-II)

- Given a specific plan you are formulating for the pursuit of a specific short term goal, establish a series of checkpoints in the plan. (K-V)

- Given a specific strategy you are implementing for pursuing and attaining a goal, assess your progress at a specific point and compare it with the progress anticipated in the schedule. (K-IV)

GOAL PURSUIT

Topic:

PROGRESS MONITORING AND MAINTENANCE

Concept:

ACTIVITY ADJUSTMENT

- Given a situation in which a person is not progressing as fast as he expected toward attaining a goal, analyze the events and determine the reasons for the lack of progress. (K-IV)

- Given a situation in which a person is not progressing as fast as he expected toward attaining a goal, identify two different courses of action which would be taken to correct the situation (e.g., expend more effort to make faster progress, adjust the schedule to accommodate the slower progress). (K-III)

- Given a situation in which a person is attaining a goal faster than he anticipated, analyze the situation and determine the reasons for the unexpectedly fast progress (e.g., time required overestimated, expected difficulties failed to materialize, etc.). (K-IV)

- Given a situation in which a person did not progress toward a goal as fast as anticipated, describe how he could have adjusted his activities in order to make greater progress. (K-III)

GOAL PURSUIT

Topic: PROGRESS MONITORING AND MAINTENANCE

Concept: TERMINATION/
REDEPLOYMENT OF EFFORT

- Given a situation in which a person has attained a goal which he has been pursuing (e.g., obtaining a part-time job for the summer) describe how he could reallocate his time, effort, etc. (e.g., pursue other goals, relax, etc.). (K-II)

- Identify two different ways a person could channel his energy upon attaining a goal (e.g., pursue new goals, put greater effort into the pursuit of other goals being worked on). (K-I)

- Given a situation in which you have worked very hard to accomplish something, describe how you react upon attaining that goal (e.g., full of energy to spend on new activities, satisfaction upon attaining the goal, "letdown" after attaining the goal, etc.). (Aff.-III)

- Given a situation in which a person has attained a goal he has set, recommend a specific course of action he should follow in rechanneling his efforts. (K-V)

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